

1978

## The relationship of the actualizing process and the Human Potential Seminar to the self-concept and self-actualization of community college students

Carolyn W. Hines

*College of William & Mary - School of Education*

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<https://dx.doi.org/doi:10.25774/w4-xd9y-hv62>

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HINER, CAROLYN CELESTINE WALKER  
THE RELATIONSHIP OF THE ACTUALIZING PROCESS  
AND THE HUMAN POTENTIAL SEMINAR TO THE  
SELF-CONCEPT AND SELF-ACTUALIZATION OF  
COMMUNITY COLLEGE STUDENTS.

THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA,  
ED.D., 1978

The Relationship of the Actualizing  
Process and the Human  
Potential Seminar to the  
Self-Concept and Self-Actualization  
of Community College Students

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A Dissertation  
Presented to  
The Faculty of the School of Education  
The College of William and Mary in Virginia

In Partial Fulfillment of the  
Requirements for the Degree of  
Doctor of Education

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by  
Carolyn W. Hines


Spring, 1978

## Approval Sheet


This dissertation is submitted in partial fulfillment of the requirements  
for the degree of Doctor of Education.

  
Carolyn W. Hines

Approved

  
Fred L. Adair, Ph. D., Chairman

  
Kevin E. Geoffroy, Ph. D.

  
Charles O. Matthews, Ph. D.

### Dedication

Dedicated to my family, especially my  
husband, and children, Michael and  
Kimberly. May they grow to realize  
the beauty of their potential.

I believe that children are our future  
Teach them well and let them lead the way  
Show them all the beauty they possess inside  
Give them a sense of pride to make it easier  
Let the children's laughter remind us how it used to be.

I decided long ago never to walk in anyone's shadow  
If I fail, If I succeed, at least I'll live as I believe  
No matter what they take from me,  
They can't take away my dignity!

Words by Michael Massie  
song by George Benson  
for  
Muhammed Ali

"That's the reason they're called lessons", the Gryphon remarked,  
"because they lesson from day to day."

Lewis Carroll

As long as we agree on objectives, we should never fall out with each other just because we believe in different methods or tactics or strategy to reach a common objective.

Malcolm X

Human progress never rolls in on the wheels of inevitability.

Martin Luther King, Jr.

We are more shadows of what we can become.

Carolyn Celestine Walker Hines

## Acknowledgments

Completing the requirements for the Doctor of Education has involved the direction, cooperation, and help of certain key individuals. Their interest on my behalf is greatly appreciated. To them, I express the following sincere gratitude.

Foremost, to Dr. Fred Adair, my committee chairman, for his direct and precise guidance throughout my graduate education, for helping me to maintain my perspective at a particularly crucial time in my life, and for his ability to let me learn.

To Dr. Kevin Geoffroy, for his support and attention in making sure that I knew and followed the "rules of the game."

To Dr. Charles Matthews, for his meticulous attention to detail, and whose assistance and concern throughout the writing of this dissertation greatly facilitated the completion of this task.

To Dr. Robert Maidment, for his very human influence, critical comments, and solid encouragement.

To Dr. Howard Taylor, for his realistic advice, sound support, time, and for being the first to say "you should."

To Fern Marth, for her endless hours of typing and proofing, re-typing and re-proofing, for her caring influence and loving ability, and who, just by being Fern, helped me to steady my perspective.

To Dr. Henrietta Dabney, Dr. Marcia Bauer, and Arlene Levine



for saying to me that "you owe it to your sisters", for proofing and re-proofing, and for being there when I needed them.

To Wesley Wilson, for teaching me the real meaning behind "If you don't hang tough, then you just hang."

To Eric Wilson, for his involvement as my research assistant and for his ability and openness to learning.

To Violet Clarke, for her concern, assistance, understanding and careful prodding to pay attention to the "problems at hand."

To Dr. Stuart Bounds and David Reed for their enduring patience and technical expertise in computer and data analysis assistance.

To Dr. Thomas Barrett and Dr. Gerald Cannon for allowing me the opportunity and encouraging me to grow.

To my colleagues at the Thomas Nelson Community College Counseling Center, most especially Michael Mendaloff, Pamela Dorman, Cathe Neal, Don McCollum, and Curtis Sloan for their extra help, genuine friendship, and spirit of support.

To Dr. Erma Freeman, Jeannette Lee, Beverly Lawson, Jo and Bennie Spencer, Ann Desaulniers, and Angela Turner, my extended family, for their continuous and genuine support and without whose assistance this task simply could not have been accomplished.

To the Commonwealth of Virginia and its Minority Virginian's Fellowship Program under the direction of Mr. James McClean for their insistence and allowance for equal opportunity.

To my parents, Mr. and Mrs. George E. Walker, Sr., my brothers and sisters, who were always there, caring, loving, and sharing.

And finally, to my husband William, and children Michael and Kimberly, for our sharing in each others human development and whose sacrifices and contributions are immeasurable.

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**The Relationship of the Actualizing  
Process and the Human  
Potential Seminar to the  
Self-Concept and Self-Actualization  
of Community College Students**

## Chapter 1

### Introduction

Despite tremendous growth in the knowledge of human development and the gigantic strides in technological advances, the past decades have not produced significant advances in reducing human suffering and unhappiness, particularly that suffering and unhappiness directly related to the personal adjustment of individuals. It has further been suggested that the advances have added new and more intense uncertainties to almost every facet of human existence (Toffler, 1975). One of these major facets lies in higher education and the efforts made to deal with the total development of students.

Historically, American higher education has developed its programs primarily for young, single, unemployed adults who can devote their full time and attention to the four year pursuit of a college education. These students, however, do not form the majority of the learning force in America (Gould, Cross, 1972).

In 1968, the Committee on the Student in Higher Education issued the following statement:

We are . . . interested primarily in improving the quality of American higher education. We are convinced that the knowledge of human development from the behavioral sciences now makes possible a wider vision of what the school can accomplish and of more effective ways of teaching. American higher education has not paid enough attention

to human development as a part of its mission, and the time has come for this neglect to end--in the name of better education.

In the years since the issuance of that statement, there have been several changes in higher education, to include a non-traditional concept consisting of a group of changing educational patterns caused by the changing needs and opportunities of society. Woven around the philosophy of full educational opportunity, its goal is to assure each individual, regardless of age, previous formal education, or circumstances of life, the amount and type of education that will add to developing his potential as a person. (Gould, Cross, 1972).

Among these changes are enlightenment among educational leaders, who are incorporating human development in the missions of their institutions. Others, however, are making moves to preserve the status quo. Although the latter are understandable enough, they fail to recognize that higher education, like other social institutions, is constantly evolving as a dynamic human enterprise. It is essential, therefore, that educational leaders look to the total needs of students both now and in the future, when shaping their educational programs and approaches, seeking better ways to encourage the complete development of all human beings in their institutional environments (Crookston, 1971; Prince, Miller, 1976).

In examining the movement of student personnel work in higher education and its role in student development, two major trends emerge. The

first is based on three assumptions regarding students and referred to as the student personnel point of view: (a) individual differences among students are anticipated; (b) the student is conceived of and treated as a functioning whole person; and (c) teaching, counseling, activities, and other organized educational efforts start from where the student is and not where the institution would prefer the student to be in development (Wrenn, 1951; Mueller, 1961; Williamson, 1961). Within this framework specified services are provided to students within functional areas that operate primarily independently of each other. Neither students nor faculty are instrumental to any great extent in planning, organizing, or evaluating student services (Chandler, 1975).

The second trend is primarily referred to as "student development", and involves the entire campus in promoting the behavioral development of the student. The student is assessed as to where she/he is in terms of her/his goals with emphasis on the involvement of the student in the educational activities affecting her/him.

Contrasted to the student personnel point of view, the emphasis is on more intensive involvement of students, academic faculty, and student personnel faculty/staff in cooperative efforts. This emphasis requires new thinking and new attitudes about what is being done and how to do it, thinking compatible to the transition required in higher education if the concept of student development is to become a reality.

Student personnel work often finds itself in a service station role with the staff waiting for customers and reacting to their declared needs; whereas student development is viewed as a preventive, proactive, collaborative role with the staff moving outward. The two approaches are not only separated by the nature of the duties performed but also by an attitude about why and how the work is done. The difference is not so much concept as it is practice (Chandler, 1975).

In an effort to deal with these uncertainties, the last decade has found the community colleges placing increased emphasis on human development courses. Such emphasis is indicative of innovative directions in higher education, particularly in the area of student personnel. Collectively termed the emerging model of student personnel work, the approach operates within an action-oriented framework for student personnel professionals based on a growing humanistic ethic (Kleeman, 1972; Tulloch 1976). Under this model those individuals in student personnel work resolve that "each man must find his own directions" (O'Banion, 1971). Thus the student personnel program in the community college provides a major inroad for becoming "the most significant force in the institution for humanizing the educational process" (O'Banion, 1971).

In psychological education, emphasis is on a broader approach to counseling, a synthesis focusing on self-concept, self-awareness, personal decision making, life planning, life style options, values, and value

orientations, interpersonal competence, leading to self-actualization (Carkhuff, 1969; Lewis, 1970; Cook, 1971; Benson, 1972; Ivey and Alschuler, 1973; Blocker, 1974; Dinkmeyer and Carlson, 1975; Shostrom, 1976; Wilson, 1977). Seeking to approach the individual from an all-embracing, holistic perspective, psychological education is concerned with not only mental well being but also with the recognition and development of individual potential. Operating within this perspective, adequate framework is made available for productive programs focusing on the whole student.

#### Purpose of the Study

Conceptualization of the student as a whole individual at the focal point of the educational process is the key element in student development.

Roueche and Kirk (1973), Otto (1976), Gough (1977), have specifically noted the inadequacy of research dealing with the self-concept and self-actualizing process in the development of community college students. Although many studies are to be found on community college students, most are concerned with such statistical data as enrollments, sex ratios, age range, academic ability, and success on transfer to senior colleges. Few studies yield any insights on the nature of the student's attitudes, values, and personality (Monroe, 1973, p. 181). The following questions must still be answered more conclusively:

How effective is the community college in assimilating student awareness into personal growth? How effective are group sessions in improving

student self-concept and assisting students in movement toward self-actualization? In order for quality student personnel programs to examine relevant areas for possible curriculum implementation covering human development programming, in depth studies continue to be needed.

The purpose of this study is to examine a group application utilizing the concept of the actualizing process and its relationship to the self-concept and self-actualization of community college students. It is anticipated that the application will result in the strengthening of the self-concepts and movement toward self-actualization of the community college students involved in this study.

At the community college, services to students constitute a primary function of student personnel workers. Yet just as primary in the student development model is the creation of an educational environment that would facilitate each student's movement toward self-fulfillment (O'Banion, Thurston & Gulden, 1972).

The ultimate goal of student development through the actualizing process is to assist each student in assessing personal status, determining goals, and then defining methods toward goal achievement.

Monroe (1973) stated that:

Community college students are generally thought to be more plagued with problems of emotional insecurity, with feelings of inferiority, with the absence of specific life goals, and less able to cope with the



demands of the academic aspects of college life than are students who attend four year institutions (p. 155).

Further, research indicates that community college students lack social maturity, self-confidence, and autonomy and that they tend to have lower self-concepts than students at four year institutions (Astin, Panos & Craeger, 1975; Collins, 1967; Roueche & Kirk, 1973).

In an American Psychological Association 1974 survey, Nazzaro assessed the training and the needs of two-year college instructors. Open-ended responses to questions on helpful aspects of training were grouped into different areas. The first area was methods of teaching. Here innovative techniques, audio visual aids, communication skills, and group dynamics were considered helpful for presenting materials in the actual classroom. The second area most often mentioned can be characterized as skill in understanding the junior college student, including motivation, life style, needs, age group, and minority status. Third, teachers found courses in counseling and advising techniques to be of help, since almost one-quarter of the teacher's time is spent in counseling. Human relations training and humanistic approaches are grouped together in a fifth area. These reports suggest a general trend in the literature which stresses the need for well developed programs that cut across territorial distinctions between the academic "side of the house" and the student personnel "side of the house."

Regardless of the label, psychological education, student development, human development, experiential education, the purpose is to increase the individual's intentionality. In summary, the process enables the individual to deal with alternatives and obtain selected goals (Ivey, Alschuler, 1973), and become personally empowered, developing insights and taking charge of life based on the assumption that the individual can control her/his life (Waly, Smith, Benjamin, 1974).

Within the scope of education Toffler (1970) states that for education the lesson is clear; its prime objective must be to increase the individual's 'cope-ability' -- the speed and economy with which we can adapt to continual change. Monroe (1973) adds that a quality program of student services must include research and evaluation studies to assess the effectiveness of operating programs.

This study will seek to implement a structured approach to student development, attempting to meet the needs of community college students by increasing their self-concept and level of self-actualization. It is anticipated that this proposed study will provide firmer statistical support for the theory of creative synthesis through utilizing multiple instrumentation in a single study and provide firmer statistical support for more thorough implementation of the emerging model of student personnel work.

The Human Potential Seminar (HPS) was designed and developed by

Dr. James McHolland and Dr. Roy Trueblood at Kendall College, (Illinois). Trueblood and McHolland were concerned with the increasing dehumanization of the educational system which they believed to be retarding the potential of students. The HPS small group experience was designed by McHolland and Trueblood to assist healthy individuals develop behaviors and values viewed as essential for increased self-actualization as described in the writings of Maslow (1962) and Rogers (1961).

Several student personnel staff members from almost all of the 23 Virginia community colleges have participated in the HPS. Several colleges have implemented various forms of offerings utilizing HPS. Nationally, the HPS is being conducted at more than 150 four-year colleges and more than 200 community colleges throughout the United States (McHolland, 1977). It is clear that the state has made a commitment to the development of community college students from the human potential perspective.

A necessary element now required is further comprehensive evaluation of this group process utilizing thorough methodology. This study attempts to meet this challenge.

#### Statement of the Problem

This study will focus on the effects of the Human Potential Seminar. The following areas will be examined under the scope of the goals and objectives of HPS.

### Self-Concept

Coopersmith (1967), drew from an empirical base, the rationale that individuals with low self-esteem "lack the capacity to define and to deal with their environment but (that) they may learn to do so more rapidly and efficiently if they are exposed to (more effective methods of operating)." (p. 263). A clear implication of Coopersmith's statement is that improvement in operating efficiently could have positive effect on the individual's self-concept.

Consideration must then be given to how the self-concept may be increased and stabilized. Coopersmith's findings indicate that a structured setting, in which an individual is aided in examining the basis for evaluation in terms of self-concept and capacities, may be conducive to positive self-concept development. These conditions are met in HPS. Thus, an attempt will be made to ascertain if positive change occurs in this area. More effective behavioral skills, such as the HPS attempts to impart, are generally thought to lead to improvements in self-concept. Rouseche and Kirk (1973), suggest that positive self-concept must be developed and that this can occur as the student discovers she/he can do things in a positive way. The primary task of developmental programs then is to foster successful experiences which will lead to stronger self-concepts.

Fitts (1965) notes that positive experiences can be expected to result in enhancement of the self-concept and that there is considerable evidence that concepts of self do change as a result of significant experiences. It is believed that the HPS may have a positive effect in this area.

The HPS contains a sequence of exercises designed to help participants focus and build upon the positive aspects of themselves. The specific objectives of the HPS are to help participants increase the following behaviors:

1. Self-Affirmation: defined as increased caring about oneself; self-assurance.
2. Self-Determination: defined as the recognition of one's responsibility for personal growth and life direction.
3. Self-Motivation: defined as the development or increase in the use of a self-starting mechanism which enables one to decrease reliance upon external pressures and rewards.
4. Empathetic regard for others: defined as an increased ability to feel and care about others indicating a concern with their personal growth (McHolland, 1975).

The main focus of the HPS is action rather than analysis; its ultimate goal is to encourage and to help the participant to transfer the knowledge of self acquired in the group sessions to the development of a more satisfying and effective manner of living beyond the seminar (Kleeman, 1974; McHolland, 1968).

Because HPS emphasizes producing positive behavior changes in the participants, it is compatible with the goals of the student development model (Kleeman, 1974). The assumption is that human beings possess the innate potential for growth and that this growth may be fostered in a supportive environment (Tullock, 1976). The HPS provides a means to translate student development as a conceptual model into a well-defined program of action.

### Theoretical Rationale

The theoretical base for this study is founded upon the premise of self-actualization. The self-actualizing individual is described as one who has an accurate perception of reality, an increased acceptance of self and others, and as being more autonomous, creative, spontaneous and problem-centered than most people. She/he shows a greater need for privacy, a continued appreciation for the basic elements of life, establishes more profound interpersonal relationships and indicates a greater resolution of the polarities or dichotomies in life (Maslow, 1962, 1970). The relationship between self-concept and personal adjustment has been delineated in the previous discussion of the statement of the problem.

While there is some variation in the types of behaviors and values that theorists view as promoting self-actualization and self-concept development, most emphasize the acceptance and love of self and the expression of that self in the fullest use of one's capabilities or

potentialities (Maslow, 1970; Rogers, 1961; Otto, 1973; Shostrom, 1976).

The theoretical basis for the HPS reflects much of the theories of Maslow, Rogers, Otto, and Shostrom. HPS assumes that there is something good and right about every individual and that healthy people can actualize their own potentialities by developing positive aspects of themselves. These positive aspects operate within the self-concept emphasizing that each individual is responsible for her or his own personal growth and that only mental attitudes prohibit this development. HPS further assumes that thinking and feeling as an integrated activity is more productive than either done separately and that it is possible for individuals to feel with and think with others in a constructive manner (McHolland, 1975).

Arbuckle (1975) views counseling as a dichotomy between an existential humanistic orientation and a deterministic view of the individual. This proposed study approaches the self-concept from the existential-humanistic point of view. This point of view is based on a theoretical framework which stresses the individual's responsibility, awareness, freedom to make choices, introspectiveness, self-defining nature, sense of meaning in life, and ability to express feelings of respect and affection toward others. In drawing from phenomenology, reality is viewed as the individual's perception on the basis of an internal frame of reference.

Humanistic psychology focuses on human interests and values as they are experienced by a total functioning person (Hamachek, 1971).

This humanistic perspective is compatible with the assumptions on which the HPS is based. Within the theoretical framework including the self-concept, age becomes a consideration. Theorists suggest that age is a major variable in terms of self-concept development (Fitts, 1972; Thompson, 1972). It is suggested that age as a variable must be controlled in studies of the self-concept.

### Theory of Creative Synthesis

The concept of creative synthesis stresses that each individual must find her/his own direction. Individuals synthesize new positions that have personal meaning. One must be willing to revise present practices in light of new data, thus utilizing a constantly evolving personal, synthesizing system (Shostrom, Knapp, Knapp, 1976). Essential to creative synthesis is emphasis on actualizing therapy basic to the actualizing process itself. Based on the concept that living is a process of constant change, actualizing therapy seeks positive, progressive awareness through growth process. Thus the actualizing process finds its basis in the premise that each person is a unique human being and fulfillment is "an on-going process of growth toward utilizing one's potential." (Shostrom, Knapp, Knapp, 1976).

The self is a construct firmly planted in phenomenological psychology. It is defined as the individual's organization of concepts, values, goals and



ideals which determine the ways in which the person should behave. The concept of self is learned. The various terms utilized to define the self-concept all reflect what individuals speak of as "I" or "me." The main sources of these personal evaluations are direct experience and the values and concepts of parents and important "others," which are incorporated as if directly experienced (Shostrom, Knapp, Knapp, 1976). The importance of the self-concept is noted:

Eppstein (in Shostrom, Knapp, and Knapp, 1976, p. 68) states that there are a number of behavioral scientists, representing a variety of schools of thought, who believe that the self-concept is not only a useful explanatory construct, but a necessary one. Included among these are James, Cooley, Mead, Lecky, Sullivan, Hilgard, Snygg, Combs, and Rogers. To make matters more interesting, those self-theorists identified as phenomenologists consider the self-concept to be the most central concept in all of psychology, as it provides the only perspective from which an individual's behavior can be understood.

It is implicit in creative synthesis that no single theory is yet comprehensively adequate or systematic enough to equip the therapist, counselor or facilitator with the necessary background to deal with problems encountered in daily practice. Chief importance is on the moment to moment growth process. Though focus is on the present, the individual's past and future are considered as they relate to the present,

A major consideration in the process of creative synthesis for the development of human potential is the utilization of small, experiential groups. Such groups involve the direct teaching of mental health principles to individuals in group settings where "education rather than remediation is the goal." (Ivey & Alschuler, 1973). In short, older strategies which concentrate on remediation for the individual are no longer practical or viable in and of themselves (Johnson, 1976).

The literature, as reviewed in Chapter 2, abounds with research and support attesting to the growing popularity and use of groups as a methodology aimed at actualization. Rogers (1970) states that the intensive group experience is one of the most rapidly growing phenomena in the United States because people have discovered that this group experience alleviates their loneliness and permits them to grow, to risk change. The group brings persons into real relationships with other persons.

Maslow (1970) further states that if ordinary individual, therapy may be conceived of as a miniature ideal society of two, then group therapy may be seen as a miniature ideal society of ten. In addition there is now empirical data, covered in Chapter 2, indicating that group therapy can do something that individual therapy cannot.

### Hypotheses

The purpose of this study is to determine what positive effect, if any, the HPS has on community college students in terms of self-concept and self-actualization.

The hypotheses under which this research will be implemented are:

1. Students in the Human Potential Seminar (HPS) will score statistically significantly higher than participants in a non-treatment group on the Total Score, Identity, Self-Satisfaction and Behavior scales of the Tennessee Self-Concept Scale.
2. Students in the Human Potential Seminar (HPS) will score statistically significantly higher (or more toward) self-actualization than participants in a non-treatment group as measured on the Time Competent and Inner-Directed scales of the Personal Orientation Inventory.
3. Students in the Human Potential Seminar (HPS) will show significant movement toward Self-Confidence, Personal Adjustment, Autonomy, Intraception, and Change as measured by these scales on the Real and Ideal descriptions of the Adjective Check List.

#### Definition of Terms

For the purposes of clarity, the following terms are defined for this study:

##### Actualizing Therapy

Actualizing therapy is a methodological approach to human development based on the assumptions of individual uniqueness, here-and-now emphasis, freedom, responsibility, learning, and social interaction.

##### Creative Synthesis

Creative synthesis is a theoretical framework that merges and builds upon concepts and approaches to human development suggested by various

schools of psychology which include Freudian, Jungian, Adlerian, Rogerian theory. In creative synthesis emphasis is on integrating thinking, feeling, and bodily expression.

### Emerging Model of Student Personnel Work

Based on a growing humanistic ethic, the emerging model of student personnel work is a continuously developing action-oriented framework for student personnel professionals. The focus of the student personnel program in higher education under the emerging model shifts from the passive, service role to the active role of producing more positive changes in student awareness.

### Human Development

Human development is a term used in education to suggest humanistic concerns which are not to be limited by traditional perceptions of the student and traditional applications of learning. Emphasis is on the complete and responsible autonomy of every member of the educational community, and on the member's right to the richness and inspiration of her/his own experience. Human development seeks to add "what for" to the "how" of curriculum offerings in a context of relationship between "teacher" and "student." (Kleeman, 1972). In addition, human development seeks to enable each individual to discover for her/himself how to be worthwhile to society in her/his own way.

### Human Development Course

A human development course is a curriculum offering designed to

facilitate personal growth by emphasizing as its content the experiences and individual emphasis of the participants. Such an offering provides to the participant an opportunity to examine her/his own values, beliefs, attitudes, and abilities, and how these factors affect the quality of her/his relationship with others (Wesson, 1972).

### Human Potential Group Movement

The Human Potential Group Movement includes the social and educational significance of the small group movement, group counseling, laboratory training, encounter groups, and student personnel sponsored human development courses. The thrust of the human potential group movement is a highly positive view of the nature of humans supported by the dramatic results of immediate interpersonal feedback in the context of an intensive group (Kleeman, 1972).

### Human Potential Seminar

The Human Potential Seminar is a structured small, group experience founded on the assumption that something is right and good about each person and that it is possible for the individual to do almost anything her/his mental attitude and/or physical ability will permit.

### Potential

Potential is the individual's ultimate capacity for creative expression, interpersonal effectiveness, and fulfillment in living.

### Psychological Education

Psychological education is an educational approach that stresses

functional rather than dysfunctional awareness. Emphasis is on experiential knowledge, long-term life goals, alternative action patterns, a general process orientation involving several methods directed effectively toward particular outcomes. Functioning is within the concept of intentionality, with individuals assuming structure and responsibility for his/her own direction.

### Self-Actualizing

Self-actualizing is an on-going process of growth toward utilizing one's potential. Operationally, self-actualizing is defined within the context of self-actualization denoted as relevant scores on the Personal Orientation Inventory and Real/Ideal-Self Adjective Check List.

### Self-Concept

Self-concept is a construct referring to how an individual perceives her/himself. Self-concept includes the values, attitudes, and beliefs an individual has concerning her/himself. It is believed that self-perceptions influence and to some degree determine an individual's behavior and view of her/his environment (Healy, 1974; Cox, 1976). Operationally, self-concept is defined as personal feelings of worth and confidence through living up to aspirations in areas regarded as significant by the individual, as measured by relevant scores on the Tennessee Self-Concept Scale and the Real/Ideal-Self Adjective Check List.

### Plan of Presentation

This study will be presented in a five-section sequential format.

Each section is designated as a chapter. Chapter one includes the introduction, purpose of the study, statement of the problem, hypotheses, and theoretical rationale. Chapter two includes a review of related research. Chapter three deals with research design and methodology. Chapter four presents an analysis of the results. Chapter five concludes this study by summarizing the results, reaching conclusions, and suggesting recommendations.

## Chapter 2

### Review of Related Literature

The review of relevant literature focuses on the following major areas: (1) group counseling, (2) the emerging model of student personnel work, (3) the Human Potential Group Movement, and (4) self-concept and self-actualization.

This review includes a specified computer search conducted by the Educational Resources Information Center, Counseling and Personnel Services Information Center (ERIC), American Association of Higher Education (NEXUS), extensive library search by the writer, as well as personal communication with several of the authors cited.

#### Group Counseling

In the early 1940's there was a shift from group psychotherapy with the maladjusted to the use of group psychotherapy with normal persons that had suffered from some devastating experience (Sherman, 1943).

Under stressful conditions individuals create new experiences, some for escape, and some for the opportunity to live more fully in a new reality. It was from these felt needs the "group movement" developed. When there exists the need for stimulation and creativity that comes from interaction with others, when there exists the warmth and caring that others give, when there exists security and assurance that comes from others, a group is created (O'Banion, O'Connell, 1970).



Many, if not most of the principles of the group have been practiced since the first time a person discovered that she/he could influence others (Klapman, 1959). Gibson (1976) summarizes the historical perspective of group interaction:

Before 1800, group processes were either practiced, as in religious groups, without thought given to the process or were the special concern of astrologists, phrenologists, alchemists and other pre-scientists. There was, however, a growing curiosity in the behavior of man and animals that was the pre-dawn of scientific psychology. Between 1800 and 1900, psychology became a science. Such leaders as Wundt, Pinel, Charcot, Titchener, Freud and others developed a scientific approach to the study of man. Most of the study and research on group structure occurred in Europe during this period, but there was little collaboration among colleagues working in the same areas. For this reason, the locus of group development is almost exclusively attributed to the United States.

Wendell (in Toffler, 1974) stated that:

Students in the various movements during the sixties banded together, forming close personal relationships and learning, after a time, to offer each other needed support--psychological and otherwise. The combination of an external goal--social change--and a psychologically supportive group helped many to define appropriate future-focused role-images (p. 304).

An operational definition of group counseling is found in Gazda (1967). Group counseling is defined as a dynamic, interpersonal process focusing on conscious thought and behavior and involving the therapy functions of permissiveness, orientation to reality, catharsis, and mutual trust, caring, understanding, acceptance and support. The therapy functions are created and nurtured in a small group through the sharing of personal concerns with other participants and the counselor or counselors. The group participants are basically normal individuals with various concerns which are not debilitating to the extent of requiring extensive personality change. The group counselees may utilize the group interaction to increase understanding and acceptance of values and goals and to learn and/or unlearn certain attitudes and behaviors.

In keeping with a theoretical base for group counseling, particularly relating to the concept of creative synthesis, Knapp (1977), reiterates that there cannot be a single theory of group counseling just as there cannot be a single theory of individual counseling.

Dinkmeyer (1971) describes group counseling as:

An interpersonal process led by a professionally trained counselor and conducted with individuals who are coping with typical developmental problems. The group process permits the individual to examine and share self with others. Group transactions and group mechanisms facilitate increased understanding of self and others (p. 2).

In the summary of the 1968 Gazda and Larsen review of group research, the following conclusions were drawn:

In comparison studies where individual counseling was compared with the effectiveness of group counseling, the outcomes were about even....The treatment most likely to produce growth...is the application of group counseling and individual counseling (p. 64).

Gilbreath in Lemay (1967) studied the effects of structured and unstructured group counseling on the self-concept and ego strength of underachieving college students. The structured group experience was directly related to increased ego strength.

Gibb (1971) reported several studies examining significance in laboratory training through groups. Research significantly showed movement of participants toward less authoritarianism and more toward democratic and participative attitudes. Gibb's survey of research on groups showed that the majority of group attempts to improve self-concepts, as measured by the Personal Orientation Inventory, were successful, and that attitudinal changes toward self and others did occur.

Levin (1973) studied the effects of a structured and non-structured group experience on 41 graduate level students. Results showed that participants in the structured group developed more favorable attitudes and more self change, solidarity, productivity, and unity than participants in the unstructured group. No significant change was reported in the self-concept of the participants.

Trotzer and Sease (1971) found that college underachievers receiving group counseling showed significantly greater positive change in academic performance than did students in a control group.

Oliver (1970) studied the effect of behavioral group counseling on the self-actualization as defined by Maslow of college students. The experimental and the control groups both numbered 24. The research showed a significant difference between groups indicating positive personality change in the experimental group.

Friedman, Snortum, Ellenhorn (1976) studied a comparison of four techniques for beginning encounter groups. Sixteen groups, composed of three males and three females, experienced one of four warm-up conditions prior to a 45-minute leaderless encounter group: (a) nonverbal exercises, (b) modeling of intensive group interaction using an edited tape recording of an encounter group, (c) autobiographical information exchanged among group members, (d) no warm-up. The nonverbal exercises seemed to promote the largest increases in self-ratings of extraversion. The modeling condition was most effective in fostering a group atmosphere rated as "active" and in stimulating intentions for further self-disclosures to the group.

Shinke and Rose (1976) studied interpersonal skill training in the group setting. The study evaluated the relative effectiveness of two group counseling programs, one using primarily behavioral rehearsal

and contingency contracting and the other using behavioral discussion. Thirty-six self-referred male and female clients were randomly assigned to two treatment conditions. Four rehearsal-contracting and three discussion groups, with five to six members in each, met for six weekly 2-hour sessions. Assessment was based on (a) two self-report inventories, administered at pretreatment, posttreatment, and at a 3-month follow-up and (b) a behavioral role-play test administered at posttreatment and follow-up only. Results indicate improvement at posttreatment and follow-up periods for both conditions, with the behavioral role-play test showing significant gains in favor of the rehearsal-contracting condition.

Dinkmeyer and Muro (1971) found that the rise of the intensive small group is a function of the increasing alienation and polarization occurring in society. They indicate that "the lack of belonging, the failure to be identified as participating dynamically in the community and one's destiny are symptomatic of the type of problem which is best treated in the group." (p. 7).

"Being out of the community" is seen as a primary source of emotional difficulties by Mowrer (1968, p. 12), who suggested that the way to "return to community" is "through improved communication with significant others and commitment to a more responsible and mature style of life." Mowrer further found the group methodology an effective, positive way to assist individuals in maintaining such commitment.

Mahler (1969) defined group counseling with a definite human potential overtone when he stated that group counseling is:

The process of using group interaction to facilitate a deeper self-understanding and self-acceptance,... The concerns and problems encountered are centered in the developmental growth tasks of members rather than on pathological blocks and distortions of reality (p. 11).

Though there exists a large body of research on group counseling, there remains a paucity of research on community college students. The research is further restricted because of pre-test and post-test designs that utilize one instrument, and it continues to be inconclusive despite the large number of studies indicating that group counseling has real potential.

This study will address the need to broaden the area of research on community college students utilizing a multiple instrumentation approach.

#### The Emerging Model of Student Personnel Work

Direct empirical data supporting the emerging model of student personnel work is grounded in the community college system throughout the United States. O'Banion (1971, 1977) stated that the most exciting innovations in community college student personnel programs occur through group counseling. Significant findings are reported by O'Banion, Thurston, Gulden, (1972), in terms of positive emphasis on human encounter and the release of human potential. Degrenier (1971) stated that the group

method is a "normative-reeducative process which considers the interaction of the whole man and his whole environment. It is a dynamic model that serves to integrate man with his fullest potential." (p. 33). Degrenier further suggested that the group model presupposes that learning is an experience that happens within the learner who activates it, and that the group model fosters norms of openness, trust, and social responsibility.

Kraft and Howe (1971) stressed the growing importance of the group approach for the development of the emerging models of student personnel work. The findings of Kraft and Howe show that students significantly prefer relevance emphasizing reality and the here and now, and that students participating in group counseling preferred the group experience coupled with individual counseling as compared to individual counseling alone.

The emerging model of student personnel work in the two-year college as espoused by O'Banion, Thurston, and Gulden (1972) springs from the consequences of at least a decade of the continuing influence of humanistic psychology in education. Emphasis shifts from instruction to learning, from the student as passive recipient to the student as active and primary agent in her/his own education. "What is evidenced here is perhaps a concrete effect of increasing affluence in society, too." (Kleeman, 1972, p. 24). If persons' basic needs are increasingly provided for, then the higher human needs for self-actualization may emerge (Maslow, 1970). Thus, O'Banion finds justification in asserting that,

"Most of the new directions in education in the next few decades.... will be attempts to provide opportunities for humans to experience... their essential richness." (1971, p. 76).

Traditionally, the aim of higher education suggests a commitment to affect students beyond merely equipping them with specific facts or skills, yet there continues to be disparity in the review of literature as to the amount and nature of direct responsibility institutions should have for the total development of the student. Some authorities view the personal growth of students as a by-product of the academic environment itself (Carnegie Commission Report, 1973). On the other hand, others suggest that the affective development of students become the major purpose of student development (Axelrod and Freedman, 1969; Toffler, 1974).

In a current summary of literature on the emerging model, Tulloch (1976, p. 2) pointed out the following:

In a review of the literature on student development, Brown (1972) concludes that while significant developmental changes occur for many individuals during the college years, the amount and kinds of change are the result of the interaction between the characteristics of the student and the nature of the environment in a given institution. While the literature on this subject assumes the potential power of peers, faculty, the classroom, and the living unit in producing change in students, it reflects a lack of knowledge as to what elements in a given setting interact with what types of students to produce change (Feldman & Newcomb, 1969;



Layton, Sandeen & Baker, 1971). Brown (1972) and others point out the need for additional research on both student characteristics and particular environments in helping to make this determination (Astin, 1968; Hazen Foundation, 1968; Layton, Sandeen & Baker, 1971).

### Human Potential Group Movement

Gardner Murphy (1958) devoted extensive studies to a method for conceptualizing human potentialities. Potentialities emerge from three kinds of human nature: progressive development, mainly creativity; active effort at self-fulfillment which includes relationships with and understanding of people as well as mastery of certain tasks; finally, inner self-realization, a "sensitive, flexible, creative, self-fulfilling deployment of perception, feeling and impulse, with each activity and satisfaction being an aspect of a larger activity - a phase of a plan, a phase of life," (p. 32). Murphy summarizes the aim of the human potential group movement, "to teach....ways of discovering and using new group structures of today in the sense of finding creative solutions for shared problems is coming to be recognized as a major challenge for social research and education." (p. 163).

Otto (1968, 1970, 1977) sees the group as a major resource for self-exploration and exploration of human potential. The course, "Developing Your Personal Potential", designed by Otto is described as a program designed to help one to discover capacities, strengths, talents and

abilities which she/he has but which she/he may not be aware of or using fully. Emphasis is on discovering ones potentialities and developing them, leading to more vital, creative, satisfying living and productivity. The course was offered by the Division of Continuing Education at the University of Utah on an open enrollment basis with a limited number of 17 enrollees per class. The subsequent findings were based on approximately 375 subjects who completed the course.

The findings emphasized three core questions: (1) How can potential be actualized? (2) How much potential can be actualized? (3) Which specific potential(s) should be actualized? The subjects were studied over a six year period and the following findings and conclusions were drawn in an effort to answer the three core questions:

1. A holistic, depth, intense approach to the human potential would be highly desirable. This would include the purposive restructuring of home environment, work setting, interpersonal relationships, and the constructive use of health influences.

2. There exist strong indications that the marked resistance to the development and utilization of strengths and potentialities is due to ingrained and powerful fear-guilt-anxiety cycle, as well as to inimical cultural forces. The individual is required to "stick his neck out," demanding changes in basic habits and behavior patterns. This breeds fear and from that fear, guilt manifests itself in the individual's awareness that he possesses specific resources, strengths, and capacities

which exist only as latent forces,

3. The average well-functioning individual has an exceedingly restricted self-perception of his personality strengths and a limited perspective of his potentialities,

4. The process of "taking inventory" of personality assets, strengths and resources is in itself experienced as strengthening by participants. The identification of personality assets and resources, particularly if other persons are involved as a part of the process, usually brings about some positive changes in the self-image and self-concept,

5. A progressive access effect occurred in the course of actualizing potential. It was observed that as the subjects began to actualize or use latent capacities or abilities, they seemed to discover and recognize more of their individual possibilities. Subjects indicated an increase in vitality and energy that lead to more productive functioning, both in vocation and home environments. Subjects also reported an increase in social relations and in the enjoyment of the relationships,

6. The concept of a key potential was distinguished. As a part of the process of "taking inventory", several participants were able to identify a particular potential. The actualization of key potential often resulted in unexpected change and recognition or unfoldment of other potentialities,

7. The use of audio-visual aids produced significant differences in subjects' responses. The use of such aids appear to influence a person's relatedness to his environment and level of perception.

8. There was the indication that the achievement of an expanded self-concept was directly linked to the ability to actualize potentialities. In the laboratory groups, there was significant increase in perception of self, increased self-confidence, and a more positive self-image.

Because the Human Potential Seminar (HPS) emphasizes producing positive behavior changes, it is compatible with the goals of the emerging model of student personnel work. Both are based on the theoretical framework that human beings have the innate potential for growth and that this growth may be nurtured in a supportive environment. HPS emphasizes self-affirmation, self-motivation, self-determination and empathetic regard for others.

Trueblood and McHolland (1970) compared the Personal Orientation Inventory (POI, Shostrom, 1966) scores of students who participated in the HPS (N = 33) with those of a no treatment control group (N = 62). The researchers conclude that the data support the theory that participation in HPS does increase one's level of self-affirmation, self-motivation, self-determination, and empathic regard for others. However, the use of additional measurement instruments would have afforded a firmer basis for conclusions regarding the effectiveness of HPS.

Kleeman (1974) assessed the effects of HPS on college students' perceptions of self and others in a series of experiments. Eight colleges (experimental N = 188; control N = 140) were utilized in the original study and two colleges (experimental N = 97; control N = 85) conducted a replication study. Community and regular colleges were used as settings in both studies and all groups were conducted in accord with the HPS model.

In each study, Kleeman examined pre- and post-treatment scores on the Wrightsman's Philosophies of Human Nature Scale (PHN, Wrightsman, 1964) as well as responses to a four-item self report form. The PHN was selected to measure changes in attitudes toward others while the self report form served as a measure of the extent to which subjects viewed themselves as self-determining, self-affirming, self-motivating, and empathetic toward others.

In both the original and replication studies, the researcher reported significant differences between the experimental and control groups on the combined scores of the PHN and on the totaled self report items.

Kleeman's conclusions that the HPS has significant positive effects upon participants' views of self and others is supported by the number of subjects and settings used in his studies as well as the inclusion of a follow-up survey. However, the instrumentation appears to be slanted toward the measurement of the subjects' beliefs about others rather than

those pertaining to self. Kleeman's four-item self report appears too brief to provide a basis for concluding that the treatment had significant positive effect upon the stated perceptions of the subjects. Again single instrumentation is a criticism.

Varelas (1973) studied the effect of HPS upon the self-concepts, academic achievement, and social relationships of community college students. The Tennessee Self-Concept Scale (TSCS), grade point averages, and a locally devised Student Adjustment Inventory (SAI) showed no significant differences among experimental, placebo and no treatment control groups (N = 95) with the exception of one question regarding the subjects' involvement in student activities. Again, lack of supportive instrumentation appears to be a major criticism of this study.

Maye and Reeves (1974) used the scores on the TSCS as criterion measures in determining the effects of HPS on 30 students at Surrey Community College (N.C.) when compared with a no treatment control group (N = 40). They found significant positive differences for HPS participants on the self-esteem, identity, self-satisfaction, behavior, physical, social and personal self, and four of the six clinical scales of the TSCS. Again the reliance upon one instrument to measure the effectiveness of treatment posed a limitation of this study.

Tucker (1974) studied the effects of the HPS on the level of self-actualization of students enrolled in a graduate Counselor Education Program (N = 24) at the University of Virginia. Tucker reported that

students showed significant change on all of the scales of the POI and that changes on the major scales Innerdirectedness and Time Competence were significant. While both the experimental and control groups in this study increased in the mean level of self-actualization, the level of significance was greater for the experimental group. In addition, the experimental group showed greater gains over the control group. Tucker concluded that while enrollment in the courses that are typically a segment of counselor training programs may support an increase in self-actualization, participation in HPS is reported to produce greater change for more of the participants than counselor training alone. Again, single instrumentation coupled with the small number of subjects weaken the basis for the strong conclusions drawn in this study.

Clark (1971, p. 354) used the term "human growth potential movement" to describe the several different organizations, centers, schools, institutes, and publications now in existence. The human growth potential movement has hit schools just as it has hit other institutions and professions that profess to serve human growth needs.

Summarized by Otto (1968, 72, 77) the position becomes:

In our time, the startling pace of social change has upset the coordinated relationships which existed during previous centuries between major influences in society. This condition has led to serious social and psychological disturbances both in individuals and institutions;

but, simultaneously, it has offered hope of greater freedom and personal self-fulfillment than was possible at an earlier time. However, this promise is likely to prove vagrant if the individual is unable to find a more objective approach to substitute for the authoritarian pre-scientific principles that previously guided his search for personal growth.... Thus, it is not the isolated development of a particular person or kind of function which constitutes the goal of studies in human potential, but a total enrichment of the experiences in which a group of persons are involved. However, it would be unrealistic to believe that everyone must develop simultaneously in order for anyone to grow. What we are saying is that no individual can grow by himself. For him to succeed, he must surround himself with others with whom he can create important occasions and confrontations. Such a process is probably as challenging as any that we know. It is most frequently encountered in group experiences which focus on personal growth.

#### Self-Concept and Self-Actualization

Chickering (1974) utilized research from the American Council on Education's extensive studies dealing with the influence of different college environments on student development. He reports that there exists a relationship, though not clearly defined, between commuting students, particularly community college students, and self-concept.



Tulloch (1976) studied differences among students enrolled in credit (N = 16) and non-credit (N = 11) sections of HPS. The investigator assessed changes in self-knowledge, behaviors and perceptions of group members, utilizing a locally designed self-report form, the Action Goal Log from the HPS, and the Time Competence and Inner-Directedness scales of the Personal Orientation Inventory to assess information regarding positive changes in the level of self-actualization of subjects. Tulloch reported significance at the .05 level for both scales.

The data supports belief that HPS has a positive impact upon participants, differential effects did not appear to be clearly related to the variable of credit. Subjects in both groups reported a significantly greater number of personal strengths and made numerous changes in the selection and ranking of values at the conclusion of treatment. Subjects achieved over half of the personal goals set during treatment and indicated an ability to use knowledge of self in the formulation of their goals. All subjects reported at least one behavior change which they attributed directly to participation in HPS. Subjects established warm relationships with group members and perceived HPS to have been of value in their personal growth. Again, limitations in instrumentation and the small number of subjects tend to weaken the conclusions drawn in this study.

Sheridan and Melhus (1977) studied a programmed personal growth laboratory group experience. A highly structured non-credit laboratory

was designed for college students seeking personal growth experience. Two groups (NS = 8, 11) were conducted according to this program, each by a trained facilitator and these facilitators each conducted a traditional human relations laboratory group to serve as a comparison (NS = 8, 11). The Personal Orientation Inventory was used to measure participants' positive growth and the Multiple Affect Adjective Check List was used to measure changes in the experiences of Anxiety, Hostility, and Depression. One programmed group showed significant positive changes on the Personal Orientation Inventory Time Competence, Inner-Direction, Self-Actualizing, Values, Feeling Reactivity, Spontaneity, Self Regard, and Self Acceptance scales. In contrast, one traditional group showed positive changes on the Time Competence, Inner-Direction, Existentiality, and Capacity for Intimate Contact scales while the other changed on the Acceptance of Aggression scale. Anxiety, hostility, and depression remained unchanged except in one programmed group where the decrease in hostility was significant. Results suggest the programmed approach is at least as beneficial as the traditional unstructured human relations laboratories for college students and significant personal growth can be measured with this paper-and-pencil inventory. Cross-validation is in order.

Marinaccio (1976) found HPS effective in producing positive changes in women enrolled in the course, "Human Potential Plus for Women."

Utilizing the POI, participants showed significant positive gains. Marinaccio concludes that HPS provides a viable methodology for helping women develop more positive self-concepts and a sense of personal worth. A limitation in this study is the single instrumentation, particularly since the POI purports to measure self-actualization rather than self-concept, although the constructs are interrelated.

White (1974) found that Human Potential participants (N = 62) made significantly greater gains on four POI scales than did the control group (N = 47). Positive changes occurred on self-actualizing values (.01), feeling reactivity, spontaneity, and Nature of Man Constructive (.10). HPS student post-test scores were higher than those of the control group on the POI.

Gibson (1976) studied the effects of HPS on school administrators. Forty volunteer Arizona Community College and public school administrators were randomly assigned to the experimental (HPS meeting for three days) and control groups. Using the POI and a post-test only control group design, Gibson found significant differences at the .05 level in scale E -- existentiality or flexibility in applying self-actualizing values to life situations -- and scale S -- spontaneity. Gibson noted there was a movement toward self-actualization by the E group as compared to the C group (p. 68). Gibson stated his purpose as to see whether HPS could "affect administrative behavior." He assumed that administrative behaviors would be affected by increasing scores on the POI. Gibson

concluded that the HPS contributed to the self-actualization of the subjects in this study.

Shaffer (1976) used the Marcia Ego-Identity Status Interview (1966) to test the utility of a screening device for predicting the degree to which individuals with varying personality characteristics will participate in and profit from HPS. She used the Action Goal Log and Sociometric Questionnaire by Lieberman, Yalom and Miles (1973) to measure participation in HPS. Shaffer used the TI-TC, O-I, and SAV scales of the POI and a four-factor Significant Other Questionnaire by Shaffer to measure outcome. The Marcia instrument identified four ego identity statuses: achievers (N = 24), moratorium (9), foreclosure (2) and diffuser (9). Results showed that all subjects had significant positive gain on the POI scales regardless of ego-status. More importantly, however, the ego identity statuses showed differential effects. Thus, achievers and moratoriums made significant change on the O-I scale; achievers changed also on SAV. Moratoriums made significantly greater gains on the Internal Control Factor of the Significant Other Questionnaire. The less ego identified diffusion subjects failed to show positive change on either measure. This study did not utilize a control group.

Meyer (1975) conducted research on two control groups and three human development courses, two of which used HPS in its entirety along with other processes. Meyer found significantly greater increases for

experimentals than for controls on the Tennessee Self Concept Scale (TSCS) scores, on the Purpose in Life Test (PIL), and on the Fundamental Interpersonal Relations Orientation (FIRO) test scores. Both groups using the HPS changed significantly more than the experimental group not using HPS on FIRO variables. No significant differences were found between the three experimental groups on the TSCS or PIL variables.

Johnson (1976) studied the self-concept of community college students in a structured group experience that focused on life career development. The experimental group (N = 29) were enrolled in a group counseling course that explored vocational options, utilizing the Life Career Development System. A control group of 29 students enrolled in a beginning psychology course was designated. Three major instruments were used in this study: The Tennessee Self-Concept Scale (TSCS), the Career Maturity Inventory (CMI), and the Adjective Check List (ACL). The researcher reported no significant difference in terms of self-concept as measured by the TSCS, no significant difference in terms of vocational maturity as measured by the CMI, and no significant difference as determined by utilizing the ACL. Multiple, standard instrumentation provided a stronger basis for conclusions drawn in this study but the small number of subjects suggests some limitations.

Fitts (1972), in a review of research on self-concept and performance drew from several studies to conclude that an individual's current

behavior is a strong influence on the present self-concept. Fitts states that interaction studies show that: "The self-concept (can) be changed significantly over short periods of time by varying kinds of systematic reinforcement." (p. 69). The more optimal the self-concept the more effectively the individual will function, clearly implying that improvement in the self-concept will result in improved behavioral performance.

Using ACL scales, Ivanoff, Layman, and Singer (1970) assessed differences in need variables and in self-concepts among three groups of female education students. Subjects were 107 beginning undergraduates in education, 74 student teachers and 40 graduate education students at Marquette University. The ACL was used to obtain information on changes in the need and self-concept structure defined by the ACL scales as a function of both the selective process operating within the field of education and the impact of that structure of continuing within the field itself. Analysis of variance procedures showed statistically significant differences among the three groups on over half of the ACL scales.

Megargee and Parker (1968) studied needs as assessed by the ACL, the Thematic Apperception Test and the Edwards Personal Preference Schedule. The study investigated how closely ACL scales designed to measure Murrayan need constructs relate to two other tests used to assess the same constructs. The study used a sample of 70 male delinquents who were given the TAT and whose counselors filled out ACLs

describing the delinquents' behavior while in custody. No significant correlations were obtained between ACL and TAT scales of similar constructs.

The ACL was also correlated with the EPPs with 163 Peace Corp trainees who took the two instruments at different times during their training. The correlations, while significant were modest. The data indicated a rather low order of trait discriminations.

Patrick, Zuckerman, and Masterson (1974) studied the extension of the trait-state distinction from affects to motive measures utilizing the ACL. Personality states are defined as time delimited ("now" or "today") conditions of the individual that are generally situation-specific. Traits are regarded as summaries of past state levels which may be used in predicting future states. Because of the interaction of trait-state effects, they key heavily in the process of self-actualization. In the Patrick, Zuckerman, and Masterson study, 37 subjects took the ACL as a trait test, 11 times as a state test and again as a trait test. For all 23 scales, the mean of the states was a significantly better measure than a generalized trait of day-to-day states. Retest reliability was significantly higher for trait than state measures for all scales. Commonality, indicative of a trait component in a state measure, was present in all scales except Exhibitionism and Aggression. A sample of states (as few as two) provided a reasonable estimate of the mean of state,

The researchers generalized that the ACL used as a state test, can measure the on-going effects of different kinds of social interactions.

In conclusion, this review of research reiterates the inconclusive nature of the research that is relevant to group counseling in higher education and indicates the need for combining several instrumentation applications to support the creative synthesis/actualizing process approach.



## Chapter 3

### Methods and Procedures

This study was undertaken to determine the relationship between the actualizing process and the Human Potential Seminar on defined aspects of the self-concept and self-actualization of community college students. Chapter Three covers the research methodology used in this investigation. These methods include: (a) setting and population, (b) research design, (c) instruments, (d) procedures and treatment, and (e) statistical methods.

### Setting and Population

This study was conducted at Thomas Nelson Community College (TNCC) in Hampton, Virginia during the 1977-1978 academic year. TNCC is one of the twenty-three comprehensive community colleges in the Virginia Community College System. The college is centrally located on the metropolitan peninsula, bordered by the York and James rivers. The college primarily serves the residents of the cities of Hampton, Newport News, Williamsburg, and the counties of James City and York. The purpose of the college reads "Thomas Nelson Community College is dedicated to the belief that each individual should be afforded the continuing opportunity to develop his skills and knowledge to the highest possible level. He should also be made increasingly aware of his role as a contributing member of society. The college serves the educational needs of the community and assumes a responsibility for helping

meet the requirements for trained manpower through cooperation with local industry, business, professions and government."

To meet the established goals, various post-high school programs are offered. These are available to adults as well as to that group of young people traditionally considered to be of college age. An extensive guidance, counseling and testing program is maintained along with other student services designed to help each student make sound decisions regarding his educational, occupational, and personal objectives.

Because an increasingly dynamic and complex society presents new and often unforeseen demands on its members, the college provides a continuing education program for retraining and readjustment in employment, for training in new jobs, and for the benefit of those individuals who wish to pursue courses of study which will enrich their lives and help satisfy their need for personal growth. (TNCC Bulletin of Information, 1977-78).

The college offers three types of associate degrees: the Associate of Science (A.S.), the Associate of Arts (A.A.) and the Associate of Applied Science (A.A.S.). The A.S. and A.A. degrees are awarded upon completion of any one of the six university-parallel curricula while the A.A.S. is awarded upon completion of one of the two-year occupational/technical programs. The college also offers fourteen certificate-diploma programs.

As a part of its continuing education and community services

programs, the college sponsors a variety of seminars and workshops. Some of the offerings involve a fee and award continuing education units while others are provided free of costs to the residents of the service areas.

TNCC currently enrolls more than 5,500 commuter students with an average age of approximately 28. The population is 52% male and 48% female, 31% minority and 69% white. Approximately 80% of TNCC students also work, either full or part time.

The subjects for this study were drawn from students enrolled in orientation classes described as Genl 100, Orientation (1 cr.). This course, required for graduation by most curriculums of the college, is designed to deal with such problems as adjustment to the college, study habits, purposes and functions of the college, planning for the future, making the most of the college years, and what the college has to offer. It is a tool to help the individual in his acceptance of college life by examining the expectations of a college student (TNCC Bulletin of Information, p. 185).

From the several sections of orientation, 75 students from a combination of two classes formed the control group, and the 63 students from four HPS groups formed the experimental group. Pre-treatment data were collected on all subjects to include name, age, race, sex, curriculums, and marital status.

Mean Age

(N = 75)    Control = 27.4

(N = 63)    Experimental = 25.6

Sex

Control = 54% Male

46% Female

Experimental = 51% Male

49% Female

Racial Composition

Control = 75% White

25% Minority

Experimental = 72% White

28% Minority

These breakdowns indicated that the categorical groups were representative of the total college population.

Research Design

This study utilized a Compromise Experimental Group - Control Group Design (Kerlinger, 1973, p. 342).

Yb	X	Ya	(Experimental)
<hr/>			
Yb	~X	Ya	(Control)

Because it was not possible to randomly assign subjects to groups under the conditions through which this study was conducted, the

Experimental Group - Control Group Design was necessary.

The pre-test post-test design required treatment for the experimental group and no treatment for the control group. Treatment, the active variable, consisted of the HPS. The structured HPS model was presented to the experimental group during a ten-week period. The control group engaged in routine orientation class requirements during this same time period.

Hypotheses 1, 2, and 3 stated that participants in HPS would be significantly and positively affected in terms of self-concept and self-actualization as determined by select scales of the POI, the ACL, and the TSCS. For statistical purposes, these three research hypotheses are stated as:

H<sub>1</sub>: The experimental and control group means are not equal:

$$A_1 \neq A_2$$

H<sub>0</sub>: The experimental and control group means are equal:

$$A_1 = A_2$$

Statistical test of significance for the research hypotheses and the related null hypotheses involved one-way classification analysis of co-variance (see Figure 1).

	<u>Treatments</u>
A <sub>1</sub>	A <sub>2</sub>
HPS	Control
<hr/>	
X <sub>1</sub> X <sub>2</sub> Y	X <sub>1</sub> X <sub>2</sub> Y
<hr/>	
X <sub>1</sub> = Pretest scores	
(H <sub>1</sub> TSCS, H <sub>2</sub> POI, H <sub>3</sub> ACL)	
X <sub>2</sub> = Age	
Y = Posttest scores	
(H <sub>1</sub> TSCS, H <sub>2</sub> POI, H <sub>3</sub> ACL)	

Figure 1. One-way classification analysis of covariance paradigm for Hypotheses 1, 2, and 3.

The effects of HPS, the independent variable, were determined through a comparison of the control and experimental groups. In all cases age and pretest scores were used as covariants in order to control for imbalances in these areas.

#### Assigned Variables

The assigned variables in this study were age and pretest scores. The need for controlling for age was established in the theory. Because of the restriction of having to use available intact classes, pretest scores were also utilized as assigned variables.

### Dependent Variables

Hypothesis 1: The dependent variable indicators used to test Hypothesis 1 were the Total Score, Identity or Self-Concept, Self-Satisfaction and Behavior scales of the Tennessee Self-Concept Scale.

Hypothesis 2: The dependent variable indicators used to test Hypothesis 2 were the Time Competent and Inner-directed scales of the Personal Orientation Inventory.

Hypothesis 3: The dependent variable indicators used to test Hypothesis 3 were the Self-Confidence, Personal Adjustment, Autonomy, Intrasection and Real-Ideal-Self change scales as measured by the Adjective Check List.

### Instruments

The instruments utilized as criterion measures to examine the research hypotheses were chosen because of their applicability to the stated objectives of this study.

#### Tennessee Self-Concept Scale

In 1965 William Fitts developed this measure of self-concept to meet the need for an instrument which was easy for the subject, applicable to the construct, well standardized, and multidimensional.

The Scale is composed of 100 self-descriptive statements which the subject uses to indicate the phenomenological view of her/himself. The instrument is appropriate for persons aged 12 and older who read at a sixth-grade level. There are two scoring systems available which are referred to as a counseling form and a clinical form, both derived from the same self-administered test. The counseling form utilized for this study, gives 15 profiled scores, consisting of nine self-esteem scores, three variability of response scores, and self-criticism, distribution, and time scores. The following scales are considered to be significant in terms of this study (Fitts, 1965, pp. 2-3).

#### Total Score

This is the most important single score--(reflecting) the overall level of self-esteem. Persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed, and unhappy; and have little faith or confidence in themselves (Fitts, 1965, p. 2).

#### Identity or Self-Concept

"These are the 'what I am' items. Here, the individual is describing his basic identity -- what he is as he sees himself." (Fitts, 1965, p. 2).

#### Self-Satisfaction

"This score comes from those items where the individual describes



how he feels about the self he perceives. In general, this score reflects the level of self-satisfaction or self-acceptance," (Fitts, 1965, pp. 2-3).

### Behavior

"This score comes from those items that say 'this is what I do, or this is the way I act.' Thus, this score measures the individual's perception of his own behavior or the way he functions." (Fitts, 1965, p. 3).

While retest reliability varies for different scale scores, it is generally in the high 80's and is considered adequate for confidence in individual difference measurement (Buros, 1972, p. 366). For the four scales mentioned, Fitts (1965) reports reliability data based on test-retest with college students over a two week period as .92, .91, .88, and .88, respectively. The validity of this instrument is indicated by inter-judge agreement in terms of item selection, discrimination between groups, correlation with other personality measures, and personality change under particular conditions where it might be expected. Therefore, this instrument seemed well-suited for this study. The TSCS is considered to rank among the better measures of its type, combining group discrimination with self-concept information (Buros, 1972, p. 369). Several studies have been done using this scale and a wealth of data is available concerning its use under different circumstances. Specifically, the TSCS has been used as an instrument to evaluate the effectiveness of different types of group counseling and instructional approaches

(Axmaker, 1970; Cordell, 1973; Maye & Reeves, 1974; Mackeen & Herman, 1974; Meyer, 1975; Bauer, 1977). To test the first hypothesis, the four scales discussed previously were evaluated on a pre- post-test basis in terms of the experimental and the control groups.

### Personal Orientation Inventory

Developed in 1963 by Everett L. Shostrom, the Personal Orientation Inventory (POI) was designed to measure the construct self-actualization. The instrument is suitable for grades 9-16 and adults. The POI consists of 150 paired statements from which the subject selects the statement most like her/himself. These statements reflect both value and behavior judgements with each pair containing a value or behavior viewed as important in the development of self-actualization. Scores on the POI scales provide a profile of the level of self-actualization for the respondent.

The POI is composed of two major scales and ten sub-scales. Items on the inventory are scored twice, one for either one of the major scales, Time Competence (23 items) or Inner Directed Support (127 items), and then a second time to determine the scores for each of the sub-scales. The two major scales Time Competence ( $T_C$ ) serves as a measure of the extent to which one is oriented to the present, and Inner Directedness (I), serves as a measure of the extent to which one is oriented primarily toward self.

The POI manual notes that the two major scales are clinically interpretable in relative terms and presents the scores for the Time Competence ( $T_C$ ) and Inner Directedness (I) as ratios. However, since ratio scores are complex in nature, the manual recommends that raw or standard scores be used when correlational or other statistical analyses are involved (Shostrom, 1966).

Shostrom (1964) reported the test-retest reliability coefficients of the POI to be .91 to .93.

While retest reliability varies for different scale scores, the content validity of the scales of the POI is good. The variables being assessed by the items are broadly defined. The content of the items in each scale is appropriately quite varied.

The major psychometric data reported in the manual are test-retest reliability correlations and normative data. The reliability coefficients range from a moderate .55 to a good .80.

In summary, the POI lacks some desirable properties as an inventory because of the pervasive item overlap in its subscales. However, its two major scales, time competence and inner support, are free of this problem if used by themselves. A number of studies indicate that the inner support scale measures feelings, values, and attitudes appropriate to Maslow's concept of self-actualization, but that persons scoring high on these attitudes and values are not necessarily utilizing all of

their capabilities in a way consistent with complete self-actualization (Bluxom, in Buros, p. 291).

Since there have been relatively few attempts to measure components of self-actualization, the POI may be welcomed as an effort to fill a large and regrettable void (Coan, in Buros, p. 293).

Numerous studies have been conducted using the POI to evaluate the effectiveness of varying types of group counseling (Peterson, 1966; Gibb, 1966; Johnson, 1967; Klavetter and Mogar, 1967; Fox, Knapp & Michael, 1968; Lewis, 1968; Hardi & May, 1968; Grocneveld, 1969; Braun, 1969; McClain, 1970; Knapp and Comrey, 1973; Harper and Hawkins, 1977; Sheridan and Melhus, 1977).

After comparing the value of both major scales independently and jointly in raw and standard score forms, Damn (1969) concluded that the best overall score for determining self-actualization was the raw score of the Inner Directedness (I) scale alone or in combination with the Time Competence (TC) scale.

In other studies, investigators have reported much the same results. College students did not produce profiles like those of self-actualized persons when instructed to "fake good." The authors suggest that their results support confidence in using the POI with college students (Braun and LaFaro, 1969; Foulds and Warehime, 1971).

The POI has been widely applied in studies examining the changes

in levels of self-actualization as the result of participation in personal growth groups. Many studies have involved sensitivity training or encounter group techniques as the treatment mode and college students as subjects (Bebout and Gordon, 1972; Bellanti, 1971; Foulds, 1970). In a review of a number of these studies, Knapp (1971) concluded that after group training, largely encounter and sensitivity treatment modes, there is a consistent increase in the level of self-actualization as measured by the POI.

Because both the POI and the HPS are based upon Maslow's concept of self-actualization, the POI has been frequently employed as a measure of treatment effectiveness for this structured growth group process. Studies reviewed in the previous chapter of this report indicate that subjects in HPS groups show significant positive gain on many scales of the POI after treatment. It is also notable that a large number of these studies have been conducted with community college students (Fedell and Busky, 1974; Marinaccio, 1976; Mitchell, Reid and Saunders, 1973; Tulloch, 1976).

Because the POI was developed to measure levels of self-actualization, and the ultimate goal of the HPS is to increase the level of self-actualization, the POI was considered an appropriate instrument for use in this research. Studies have indicated that the POI is a reliable instrument and fairly resistant to faking when used with college students,

Correlational studies have shown sufficient construct validity, and the POI has demonstrated an ability to discriminate between normal, non-self-actualized and self-actualized populations. The POI has been used extensively with college students to determine the effectiveness of personal growth group experiences. The use of the POI in this research allowed the investigator to draw comparisons with previous research on the effectiveness of the HPS.

Again, while many studies involve the examination of all of the POI scales, the POI manual suggests that a fast estimate of a respondent's level of self-actualization may be derived by looking at the scores of the two major scales: Time Competence ( $T_C$ ) and Inner Directedness (I).

#### Adjective Check List

Developed during the 50's by Harrison G. Gough and Alfred B. Hellbrun, Jr., the Adjective Check List (1965) is an instrument which involves a minimum of instruction, may be completed in 10 to 20 minutes, is relatively easy to comprehend, and produces limited resistance. The ACL provides for a wide range of behavior and is particularly useful as a flexible research instrument. This flexibility allows the instrument to be used not only in a self-descriptive manner but as a self vs. ideal-self study. This is a comparison of a subject's ordinary self-report protocol with other descriptions of the subject by her/himself.

"For example, a subject may be asked first to describe himself on the ACL in the usual way and then to take the list a second time describing

his ideal self, the person he would "ideally like to be." (Gough, Heilbrun, 1971, p. 18).

The ACL consists of 300 adjectives commonly used to describe attributes of a person and it provides a method of recording and tabulating these attributes (Gough & Heilbrun, 1971). The instrument can be scored for 24 variables including 15 needs derived from Murray's Need-Press System (Murray, 1938). Characteristics or traits are not assigned values, but are used solely in a descriptive sense. This makes the instrument appropriate to this study and the following scales are considered to be important in this research. The descriptions are those of the test authors (Gough & Heilbrun, pp. 8-11).

#### Self-Confidence - (S-Cfd)

The high-scorer is (viewed as) assertive, affiliative, outgoing, persistent, an actionist . . . . He makes a distinct impression on others, who (view) him as forceful, self-confident, determined, ambitious, and opportunistic. The low-scoring person is (seen as) a much less effective person in the everyday sense of the word--he (is viewed as having) difficulty in mobilizing himself and taking action (Gough & Heilbrun, 1965, p. 8).

#### Personal Adjustment - (Per Adj)

The high scorer is seen as having: a positive attitude toward life more than an absence of problems and worries. The attitudinal set is (viewed as) one of optimism, cheerfulness, interest in others, and a

readiness to adapt . . . . . The subject low on the personal adjustment scale (is seen as being) at odds with other people and as moody and dissatisfied." (Gough & Heilbrun, 1965, p. 9).

#### Autonomy - (Aut)

The autonomous person is perceived as acting: independently of others or of social values and expectations.... The high-scorer..... is (viewed as) independent and autonomous, but also assertive and self-willed..... The low scorer is (seen as being) of a moderate and even subdued disposition (Gough & Heilbrun, 1965, p. 10).

#### Intracception - (Int)

Defined as engaging in attempts to understand one's own behavior or the behavior of others:

High-scorers tend to check such adjectives as alert, curious, foresighted, insightful, mature, reasonable, reflective, sensitive. They do not check adjectives such as faultfinding, indifferent, opinionated, self-centered or shallow.

The high scorer on Intracception is reflective and serious,...he is also capable, conscientious, and knowledgeable. His intellectual talents are excellent and he derives pleasure from their exercise.

The low scorer may also have talent but he tends toward profligacy and intemperateness in its use....and quickly becomes bored or impatient with any situation where direct action is not possible (Gough & Heilbrun, p. 10).



### Procedures and Treatment

The 63 TNCC students enrolled in General 100 - Orientation - Human Potential Seminar (HPS) were designated as the experimental group. The control group was composed of 75 students in regular General 100 - Orientation. Grades for the students enrolled in General 100 - HPS were determined by attendance and completion of assigned tasks in the Human Potential Seminar Basic Guide Handbook (McHolland, 1976). The point was stressed to all participants that grades were not contingent upon a student's performance on the instruments. Participation, not performance was a key requirement. Grades for the students taking General 100 - Orientation were determined by completion of regular course requirements with extra credit awarded for their participation. Both groups were told that they were part of an experiment including an explanation of this research and the procedures. (Appendix A and B).

The three pre-test measures were administered to both the experimental and control groups at the beginning of the quarter. This involved in-class administration of the TSCS, the POI, and the ACL, during a one hour time block. The standard administrative instructions were given for the TSCS, the POI, and the ACL. During the 10-week intervention period, the experimental group was exposed two hours per week to the Human Potential Seminar, a positive approach to self-development, utilizing the Basic Guide Handbook (McHolland, 1976).

The primary phases of the basic HPS are suggested from the Basic Leader's Manual (McHolland, 1975) and outlined by sessions:

1. Personal unfoldment

Each participant is requested to share experiences and people who have had an impact on his or her life so that others may begin to know the things each individual values. After each participant has completed an unfoldment, the group members respond to what each person has shared.

2. Action goal setting

Throughout the course of the HPS, each participant is encouraged to develop self-determination and self-motivation through setting short-term goals based upon individual strengths, values, and motivators. Time is set aside each week to define a goal for the coming week as well as to review the outcome of the goal set during the previous week. The leader and group members aid each participant in setting goals that are conceivable, desirable, believable, measureable and presented without alternatives. Each participant maintains an Action Goal Log during the course of the seminar and a weekly schedule.

3. Peak experience recall

Participants are asked to remember and share highly positive experiences from their pasts. Each is encouraged to examine peak experiences for clues to personal values and strengths. Participants are urged to

plan for new peak experiences in the weekly goal setting activity.

#### 4-5. Acknowledgment and analysis of satisfactions, successes, and achievements

During this phase of the HPS, participants identify the ways in which each experiences success, satisfaction, and achievement as well as gain insight into their individual motivational patterns. Participants are encouraged to use this information in formulating weekly short-term goals.

#### 6-7. Clarification of personal values

Participants respond to a series of questions which are then shared with the group in an effort to aid each member in determining personal values and their priority. A values auction is conducted at the beginning of this phase to help participants learn how they respond to values in an emotionally charged situation. The auction also provides feedback on the extent to which each participant is living her/his values. Each group member is encouraged to apply the information from this phase of HPS to the weekly goal setting activity.

#### 8. Personal strengths

The strengths of each participant, as viewed by her/himself and by the other group members are shared and reinforced during this portion of the HPS. Participants are urged to use this information in setting weekly goals.

#### 9. Long-range goal setting

During this final stage of the HPS, participants are asked to commit

themselves to one or more long-range goals which are based upon what they have learned about their strengths, values, and motivational patterns during the course of the HPS experience. Attention is given to life style planning during this phase.

At the end of the quarter post-tests were given to the experimental group and the control group to include additional administration of the ACL with instructions to the participants to describe themselves as they would like to be. Scores were then available on all participants in the following format:

<u>Pre-Test Scores</u>	<u>Post-Test Scores</u>
TSCS	TSCS
POI	POI
ACL	ACL
	ACL (As I Would Like To Be)

The profiled scale scores of the TSCS were hand-tallied and double-checked by a research assistant. The profiled POI scales were scored utilizing the answer sheet overlays provided by the test developers. The ACL answer sheets were computer scored at the College of William and Mary. The profiled scales were then drawn from the ACL-TAP-SCORE printout. For each hypothesis the appropriate data were key punched on International Business Machines (IBM) cards and processed by the College

of William and Mary Computer Center,

### Statistical Methods

The statistical methods utilized in the treatment of the data were selected to:

1. Determine if significant differences existed between the experimental group and the control group after intervention which were indicative of increased self-concept and self-actualization in the experimental group as determined by four selected scales of the TSCS,
2. Determine if a significant difference existed between the experimental group and the control group after intervention which were indicative of increased self-concept and self-actualization of the experimental group as measured by the POI,
3. Determine if significant differences existed between the experimental group and the control group after intervention indicative of increased self-concept and self-actualization of the experimental group as measured by select scales of the ACL.

One-way classification analysis of covariance was used to test the hypotheses employing the Statistical Package for the Social Sciences (SPSS) statistical program for analysis of covariance (Nie, Hull, Jenkins, Steinbrenner, Bent, 1975). The two control variables used as covariates in all analysis of covariance were age and appropriate pre-test scores. The age of each subject was taken from the personal information recorded

on the Adair-Collins Answer Sheet. The hypotheses were tested at the ,05 confidence level.

## Chapter 4

### Results

The experimental section of the present study was concerned primarily with an assessment of the effects of the Human Potential Seminar on the self-concept and self-actualization of community college students. The Tennessee Self-Concept Scale, the Personal Orientation Inventory and the Adjective Check List were administered as pre- and post-tests on experimental and control groups at Thomas Nelson Community College.

Specifically, this study addressed the following major questions:

1. Is there significant difference in self-concept and self-actualization scores between participating groups which are attributable to the HPS group experience as measured by the Total Score, Identity, Self-Satisfaction, and Behavior Scales of the TSCS?
2. Is there significant difference in self-concept and self-actualization scores between participating groups which are attributable to the HPS group experience as measured by the POI major scales of Inner-Directedness (I) and Time Competence (T)?
3. Is there significant difference between self-concept and self-actualization scores between participating groups which are attributable to the HPS group experience as measured by the Self-Confidence, Personal Adjustment, Intracception, Autonomy and Change Scales of the ACL?

Pre- and post-test data were collected on the 63 experimental subjects and the 75 control group subjects. Ease in calculation, lessening of the heterogeneity effect of populations, and lessening of the probability of committing a type II error for a given total number of observations formed the basis for randomly eliminating 12 subjects from the control group. The result was a final  $N = 126$  with 63 subjects in both the experimental and the control group. Because a nonrandomized control group design was utilized, and since treatment effects were sought across groups, a multivariate analysis of covariance was used to statistically compensate for nonequivalence on the pre-test scores between the experimental and control groups. Kerlinger defines analysis of covariance as:

A form of analysis of variance that tests the significance of the differences between means of final experimental data by taking into account the correlation between the dependent variable and one or more covariates, and by adjusting initial mean differences in the experimental groups (p. 370).

The statistical outcome of this study is presented by hypotheses.

#### Hypothesis 1

The first hypothesis states that students in the Human Potential Seminar (HPS) will score statistically significantly higher than participants in a non-treatment group on the Total Score, Identity, Self-Satisfaction, and Behavior scales of the Tennessee Self-Concept Scale.



Post-test data from each of the four scales were analyzed through covariance which adjusted for differences between the experimental and control groups in terms of age and relevant pre-test scale scores.

The analyses produced the following F ratios:

Total Score	86,942
Identity	20,542
Self-Satisfaction	63,009
Behavior	21,244

These four *F* values are significant at the .05 level of confidence. Presented in Tables 1, 2, 3, and 4 are the means and standard deviations of the variables in terms of experimental and control groups. Presented in Tables 5, 6, 7, and 8 are the relevant information on each analysis of covariance for Hypothesis 1. The TSCS raw scores are presented in Appendix C, D, E, and F.

The hypothesis that there would be significant difference in the experimental HPS group and the control group in terms of self-concept as measured by the Total Score, Identity, Self-Satisfaction, and Behavior Scales of the Tennessee Self-Concept Scales was accepted. At the .05 level of confidence, there are statistically significant differences between the experimental and control groups.

Table 1  
Hypothesis 1 - Total Score Summary

Data

Control Group		
(N = 63)		
Total Score		
	Pretest	Posttest
Mean	327,2698	334,7619
Standard Deviation	34,8014	34,8729
Experimental Group		
(N = 63)		
Mean	306,1587	339,0476
Standard Deviation	21,5924	24,3380

Table 2  
Hypothesis 1, Identity Score Summary

Data

Control Group		
(N = 63)		
Identity Score		
	Pretest	Posttest
Mean	120,4921	122,6825
Standard Deviation	12,8777	12,3404
Experimental Group		
(N = 63)		
Mean	111,7619	125,0159
Standard Deviation	10,2764	9,4091

Table 3  
Hypothesis 1, Self-Satisfaction Score Summary  
Data

Control Group		
(N = 63)		
Self-Satisfaction Score		
	Pretest	Posttest
Mean	100,5556	103,6349
Standard Deviation	15,3326	16,5298
Experimental Group		
(N = 63)		
Mean	95,6349	105,5714
Standard Deviation	10,6790	11,3361

Table 4  
Hypothesis 1, Behavior Score Summary  
Data

Control Group		
(N = 63)		
Behavior Score		
	Pretest	Posttest
Mean	107.1270	108.0794
Standard Deviation	12.4038	12.2794
Experimental Group		
(N = 63)		
Mean	98.9841	109.5165
Standard Deviation	10.6984	14.9889

Table 5  
Hypothesis 1 - Total Score, Analysis of Covariance  
of Control and Experimental Group  
Scores on the Total Score Scale of  
the Tennessee Self-Concept Scale

Source of Variation		Sum of Squares	Degrees of Freedom	Mean Square	F
( Explained)	Between	88321.063	5	17664.211	86.942 <sup>†</sup>
(Between)	Within	24380.562	120	203.171	
Total		112701.625	125		

\* p = .05

Table 6

Hypothesis 1, Identity Score, Analysis of  
Covariance of Control and Experimental  
Group Scores on the Identity Score Scale  
of the Tennessee Self-Concept Scale

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
(Explained) Between	6964.758	5	1392.951	20.542*
(Residual) Within	8137.219	120	67.810	
Total	15101.977	125		

\*  $p = .05$

Table 7  
Hypothesis 1, Self-Satisfaction, Analysis of  
Covariance of Control and Experimental  
Group Scores on the Self-Satisfaction  
Scale of the Tennessee Self-Concept Scale

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	<u>F</u>
Between	18122.980	5	3624.596	63.009*
Within	6903.016	120	57.525	
Total	25025.996	125		

\*  $p = .05$



Table 8

Hypothesis 1 - Behavior, Analysis of Covariance  
of Control and Experimental Group Scores on the  
Behavior Scale of the Tennessee Self-Concept Scale

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Between	11031.363	5	2206.272	21.244 *
Within	12462.352	120	103.853	
Total	23493.715			

\*  $p = .05$

### Hypothesis 2

Hypothesis 2 states that students in the Human Potential Seminar (HPS) will score statistically significantly higher than participants in a non-treatment group on the self-actualization measures of the Time Competence and Inner-Directedness Scales of the Personal Orientation Inventory. Post-test data from each of the two scales were analyzed through covariance which adjusted for differences between the experimental and control groups in terms of age and relevant pre-test scale scores. This analyses produced the following  $\underline{F}$  ratios:

Time Competence	53.583
-----------------	--------

Inner Directedness	24.782
--------------------	--------

The  $\underline{F}$  ratios for both scales are significant at the .05 level of confidence. Presented in Tables 9 and 10 are the means and standard deviations of the variables for the control and experimental groups. Tables 11 and 12 depict relevant information on the analysis of covariance. The POI raw scores are presented in Appendix G and H.

The hypothesis that there would be significant difference in the experimental HPS group and the control group in terms of self-actualization as measured by the Time Competence and Inner-Directedness Scales of the Personal Orientation Inventory was accepted. At the .05 level of confidence, there are statistically significant differences between the experimental and control groups.

Table 9  
Hypothesis 2 - Time Competence Score Summary

Data

Control Group		
(N = 63)		
Time Competence Score		
	Pretest	Posttest
Mean	13.9524	15.7460
Standard Deviation	3.1131	2.8735
Experimental Group		
(N = 63)		
Mean	13.0476	19.3492
Standard Deviation	2.4720	2.1203

Table 10  
Hypothesis 2 - Inner Directedness Score Summary

Data

Control Group		
(N = 63)		
Inner Directedness Score		
	Pretest	Posttest
Mean	75.444	79.0317
Standard Deviation	9.1454	11.7129
Experimental Group		
(N = 63)		
Mean	68.6190	85.4127
Standard Deviation	6.4768	7.9263

Table 11

Hypothesis 2 - Analysis of Covariance of Control  
and Experimental Group Scores on the Time  
Competence Scale of the Personal Orientation  
Inventory

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	<u>F</u>
Between	829,619	5	165,924	53,583*
Within	371,586	120	3,097	
Total	1201,205	125		

\*  $p = .05$

Table 12

Hypothesis 2 - Analysis of Covariance of Control  
and Experimental Group Scores on the Inner-Directedness  
Scale of the Personal Orientation Inventory

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	<u>F</u>
Between	6951.555	5	1390.311	24.782*
Within	6732.121	120	56.101	
Total	13683.676	125		

\*  $p = .05$

### Hypothesis 3

Hypothesis 3 states that students in the Human Potential Seminar (HPS) will score statistically significantly higher than participants in a non-treatment group on the self-concept/self-actualization measure of Self Confidence, Personal Adjustment, Intraception, Autonomy, and Change Scales of the Adjective Check List. Post-test data from each of the five scales were analyzed through covariance which adjusted for differences between the experimental and control groups in terms of age and relevant pre-test scale scores. The analyses produced the following F ratios:

Self-Confidence	14.760
Personal Adjustment	11.818
Intraception	10.023
Autonomy	6.550
Change	14.438

The F ratios for all five scales are significant at the .05 level of confidence. Presented in Tables 13, 14, 15, 16, and 17 are the means and standard deviations of the variables for the control and experimental groups. Tables 18, 19, 20, 21, and 22 depict relevant information on the analysis of covariance. The ACL raw scores are presented in Appendix I, J, K, L, and M.

The hypothesis that there would be significant differences in the

experimental HPS groups and the control group in terms of self-actualization as measured by the Self-Confidence, Personal Adjustment, Intraception, Autonomy, and Change Scales of the Adjective Check List was accepted. At the .05 level of confidence, there are statistically significant differences between the experimental and control groups.



Table 13  
Hypothesis 3 - Self-Confidence Score Summary

Data

Control Group		
(N = 63)		
Self-Confidence Score		
	Pretest	Posttest
Mean	44.8413	44.3016
Standard Deviation	7.8169	7.4023
Experimental Group		
(N = 63)		
Mean	43.5714	51.0635
Standard Deviation	7.8857	7.2710

Table 14  
Hypothesis 3 - Personal Adjustment Score Summary

Data

Control Group		
(N = 63)		
Personal Adjustment Score		
	Pretest	Posttest
Mean	44.0317	44.5238
Standard Deviation	8.6247	7.9512
Experimental Group		
(N = 63)		
Mean	42.5397	51.7937
Standard Deviation	8.9602	6.7637

Table 15

## Hypothesis 3 - Intraception Score Summary

## Data

Control Group		
(N = 63)		
Intraception Score		
	Pretest	Posttest
Mean	45.3810	44.6984
Standard Deviation	9.9051	8.7908
Experimental Group		
(N = 63)		
Mean	43.8095	52.7460
Standard Deviation	10.2656	6.8532

Table 16  
Hypothesis 3 - Autonomy Score Summary

Data

Control Group		
(N = 63)		
Autonomy Score		
	Pretest	Posttest
Mean	50.8254	49.8413
Standard Deviation	7.7429	5.6088
Experimental Group		
(N = 63)		
Mean	48.4444	53.9841
Standard Deviation	8.9583	5.6952

Table 17

## Hypothesis 3 - Change Score Summary

Data

Control Group		
(N = 63)		
Change Score		
	Pretest	Posttest
Mean	49.5556	46.8889
Standard Deviation	8.2262	6.6651
Experimental Group		
(N = 63)		
Mean	46.2540	54.0974
Standard Deviation	8.0682	5.8731

Table 18

Hypothesis 3 - Analysis of Covariance of Control  
and Experimental Group Scores on the Self-  
Confidence Scale of the Adjective Check List

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	<u>F</u>
Between	3090,293	5	618,059	14,760*
Within	5024,895	120	41,874	
Total	8115,188	125		

\*  $p = .05$

Table 19  
Hypothesis 3 - Analysis of Covariance of Control  
and Experimental Group Scores on the Personal  
Adjustment Scale of the Adjective Check List

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	<u>F</u>
Between	2778,445	5	555,689	11,818*
Within	5642,270	120	47,019	
Total	8420,715	125		

\*  $p = .05$

Table 20

Hypothesis 3 - Analysis of Covariance of Control  
and Experimental Group Scores on the Intraception  
Scale of the Adjective Check List

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	<u>F</u>
Between	2870.270	5	574.054	10.023*
Within	6872.922	120	57.274	
Total	9743.191	125		

\*  $p = .05$



Table 21  
Hypothesis 3 - Analysis of Covariance of Control  
and Experimental Group Scores on the Autonomy  
Scale of the Adjective Check List

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	<u>F</u>
Between	965.207	5	193.041	6.550*
Within	3536.797	120	29.473	
Total	4502.004	125		

\*  $p = .05$

Table 22  
Hypothesis 3 - Analysis of Covariance of Control  
and Experimental Group Scores on the Change  
Scale of the Adjective Check List

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	<u>F</u>
Between	2449,608	5	489,922	14,438 <sup>*</sup>
Within	4071,798	120	33,932	
Total	6521,406	125		

\*  $p = .05$

### Summary

Collectively, the results of this study were consistently positive. Pre-post analyses indicated changes in treatment group and control group means, with the treatment group displaying distinctively more progression in positive directions on all experimental variables. The results are summarized as follows:

1. F ratios were significant in the four analyses of covariance measuring self-concept.
2. F ratios were significant in the two analyses of covariance measuring self-actualization.
3. F ratios were significant in the five analyses of covariance measuring self-concept and self-actualization.

## Chapter 5

### Summary, Conclusions, Limitations, and Recommendations

Chapter 5 presents a summary of this study. Included in this chapter is the discussion of limitations, implications, and recommendations pertinent to this study.

#### Summary

The topic of this study was selected in response to the paucity of statistical research in student development literature on structured growth groups and their merit in the community college setting. The traditional terminology applied to student personnel, terms such as authoritarian, remedial, symptomatic, reactive, controlling, passive, and essentialistic, are seen in a different light in the current student development trend. These terms become collaboration, developmental, preventative, proactive, confrontive, encountering, and humanistic (Prince, Miller, 1976).

The Human Potential Seminar provides a methodology through which the current terms become a reality. The purpose of this study has been an attempt to provide a thorough evaluation of this process at the community college level. In specifics, this research has attempted to determine what effect a structured group approach to self-development has on the self-concept and self-actualization of community college students.

To address this issue, this study utilized a compromise experimental group-control group design, indicating the preclusion of experimental random sampling. This pre-test-post-test design required treatment for the experimental group (N = 63) and no treatment for the control group (N = 63). Treatment, the active variable, consisted of the Human Potential Seminar. The control group received no treatment during this same time frame. Participants in both groups were made aware that participation, and not performance, on the pre- and post-test evaluative instruments was a key element in the grading procedure. One way classification analyses of covariance provided the statistical tests of significance. The effects of the Human Potential Seminar were analyzed by comparing the experimental and control groups, covarying for age and relevant pre-test scores in an effort to control for initial inequalities in these areas. The hypotheses were tested using the .05 level of confidence.

### Conclusions

The conclusions concerning the effectiveness of the HPS with the student groups in terms of self-concept and self-actualization are presented by hypotheses.

#### Hypothesis 1:

The hypothesis that there would be significant difference in the group exposed to HPS and the group not exposed in terms of self-concept as

determined by the Total Score, Identity, Self-Satisfaction, and Behavior Scales of the Tennessee Self-Concept Scale was accepted. There were statistically significant differences between the two groups as defined by these four scales at the .05 level of confidence.

#### Hypothesis 2:

The hypothesis that there would be a significant difference in the group exposed to HPS and the group not exposed in terms of self-actualization as measured by the Time Competence and Inner-Directedness Scales of the Personal Orientation Inventory was accepted. The conclusion was drawn that there were statistically significant differences between the treatment and control groups at the .05 level of confidence.

#### Hypothesis 3:

The hypothesis that there would be a significant difference in the group exposed to HPS and the group not exposed in terms of self-concept/self-actualization as measured by the Self-Confidence, Personal Adjustment, Intraception, Autonomy, and Change Scales of the Adjective Check List was accepted. The conclusion was drawn that there were statistically significant differences between the treatment and control groups at the .05 level of confidence. The post-test scores on the ACL scales approached the scores on the participants Ideal-ACL's, bearing out the theory that the HPS could be a viable method in assisting individuals in movement toward their ideal descriptions of themselves.

### Limitations

The educational setting in which this investigation was conducted held certain limitations. One major area of concern was the inability to utilize random assignment of participants to groups. A second limitation is in the fact that this investigator was the co-facilitator of three of the treatment groups. While the investigative parameters of this study and the attempts to insure similarity of treatment reduced the possibility of intentional bias by this investigator, the possibility remains that the responses of both participants and investigator were inadvertently affected.

Thirdly, this study focused primarily on the specific application of the HPS in terms of a defined student group. Consequently these conclusions cannot be generalized to all applications of the HPS or to all populations. This study, then, serves as a restricted indicator of the effectiveness of HPS calling for more extensive research to insure recognition of the effect of human development course offerings in the curriculum.

### Recommendations

In view of the preceding discussion leading to the conclusion that the HPS effectively contributed to the self-concept and actualizing process of the participants in the treatment group, the following recommendations are offered:

1. Serious consideration should be given to the curriculum course offering of the Human Potential Seminar as a credit course. This can be done on a co-facilitation basis between the Psychology, Sociology, and Counseling Departments. The effort would reinforce the current student development trend utilizing the small experiential group concept, enhancing the living-learning environment in ways that could maximize growth and development for the total college community.

2. The literature reinforces the need for continued emphasis on individual growth and development in our educational programs along with the need to humanize interpersonal relationships more deeply. If these goals warrant continued support it is reasonable to believe that all who share responsibility for their achievement must also be concerned about the means and methods utilized in their attainment. "If group experiences appear to be one of the desirable means for attaining these ends, then it is the responsibility of all those directly or indirectly involved to become knowledgeable about the application of group procedures." (Caple 1976).

3. More thorough research is needed concerning the use of the HPS with other educational methods, utilizing the group experience in other learning tasks.

4. To add to statistical support, a similar study utilizing a randomized experimental design would be appropriate.



5. Follow-up studies should be conducted to determine differences in attitudes of persons directly influenced by participation in the HPS groups, behavior changes in participants, and to determine if differences between groups persisted over a specified period of time.

6. The significant results and replicability of this study prompt further investigation of similar uses of the HPS.

In conclusion, the findings of this study indicate that the activities of the Human Potential Seminar provide personal growth. It is anticipated that this study will encourage continued research in reexamining the foundations of higher education, particularly toward assisting students in establishing a more positive personal identity.



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## Appendix A

Dear Student:

In our continuing efforts to better serve the TNCC community of students we are trying a few new educational approaches. One of these is the small experiential group. For this to be successful, it is crucial that we have your cooperation. By participating in either a control or experimental group, your assistance will tremendously help us evaluate the effectiveness of the Human Potential Seminar as a possible course here at TNCC.

Your signature indicates your cooperation, and we thank you, in advance. We will contact you during the spring quarter so that we may share the results with you.

If you have any questions, please do not hesitate to ask.

## Appendix B

## Permission Sheet for Records Access

I understand that the information provided by me for this study will be maintained in the strictest confidential manner and that at no time will the information be utilized in an individualized data format. I also authorize Carolyn Hines access to my academic records for the purpose of this investigation. I further understand that following the recording of the test data, the test answer sheets will be shredded.

Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

## Appendix C

## Tennessee Self-Concept Scale

## Raw Scores

Hypothesis 1, Total Scale Scores

Experimental Group		Control Group	
Pretest	Posttest	Pretest	Posttest
322	374	345	362
327	386	350	354
330	358	325	339
303	339	290	297
297	364	293	298
274	314	333	341
313	335	354	362
304	345	353	362
310	340	350	350
330	353	371	372
306	315	281	366
314	342	307	294
306	356	282	244
326	363	313	323
272	316	299	299
313	325	291	312
320	330	384	390

Pretest	Posttest	Pretest	Posttest
320	330	384	390
299	328	302	305
331	367	304	349
281	321	355	361
319	370	370	381
339	376	357	359
321	340	357	352
313	346	316	325
309	342	273	294
315	338	376	376
310	359	331	330
323	339	317	324
339	361	336	343
297	357	328	338
323	300	294	297
269	322	358	360
280	305	270	274
313	342	304	312
308	350	316	323
354	392	334	348
299	325	330	333
321	355	331	344

Pretest	Posttest	Pretest	Posttest
329	348	359	364
311	327	289	296
289	330	343	354
271	303	320	333
281	304	415	414
284	319	358	362
283	320	289	311
295	330	389	393
370	401	261	276
310	334	352	360
296	317	322	323
298	331	304	309
281	317	340	345
293	331	265	275
321	388	404	409
302	347	324	334
281	312	312	321
302	341	285	281
275	301	343	333
323	365	335	335
276	307	299	312
269	310	345	353

Pretest	Posttest	Pretest	Posttest
336	361	362	373
290	300	272	274

## Appendix D

## Tennessee Self-Concept Scale

## Raw Scores

Hypothesis 1, Identity Scale Scores

Experimental Group		Control Group	
Pretest	Posttest	Pretest	Posttest
123	140	131	139
099	133	125	123
126	133	127	124
103	121	124	121
100	120	121	120
100	118	121	121
116	123	123	129
100	117	127	129
118	123	130	127
131	134	133	133
109	114	079	114
099	125	121	129
111	137	103	105
127	138	124	129
100	116	098	101
126	130	104	117



Pretest	Posttest	Pretest	Posttest
119	124	126	128
118	127	129	129
117	124	119	117
104	126	106	113
102	113	133	139
122	143	127	127
121	134	137	138
121	128	129	128
119	131	118	120
116	124	114	119
100	123	137	138
119	130	128	129
122	128	137	135
128	136	115	121
099	131	123	129
118	107	109	104
113	124	127	125
080	093	099	122
112	131	111	113
107	126	121	123
126	140	123	129

Pretest	Posttest	Pretest	Posttest
105	113	118	122
112	133	118	123
109	113	124	126
120	123	105	106
111	126	131	134
100	122	120	122
100	111	138	131
101	123	137	138
100	114	108	113
107	127	139	136
127	142	100	104
111	121	131	134
110	117	110	115
117	131	109	109
114	120	121	127
120	133	109	114
101	145	142	144
104	127	127	123
101	119	125	127
107	118	104	088
110	117	133	137

Pretest	Posttest	Pretest	Posttest
126	132	119	129
109	116	110	114
104	123	132	136
121	128	133	139
114	117	085	094

## Appendix E

## Tennessee Self-Concept Scale

## Raw Scores

Hypothesis 1, Self-Satisfaction Scale Scores

Experimental Group		Control Group	
Pretest	Posttest	Pretest	Posttest
102	119	106	113
117	130	103	107
100	107	100	101
092	099	067	074
093	123	084	088
080	097	104	111
091	099	115	114
101	114	105	114
095	104	120	108
107	120	114	121
097	101	101	113
097	106	091	103
098	105	086	089
098	111	092	093
082	097	110	107
090	093	091	093

Pretest	Posttest	Pretest	Posttest
110	111	122	128
088	098	101	107
085	099	090	092
116	119	095	121
088	095	114	112
094	106	121	130
104	116	111	115
096	103	117	121
094	103	102	109
101	105	071	082
104	121	119	114
092	116	096	097
090	094	077	088
101	111	108	109
101	101	105	108
106	098	092	099
080	097	118	121
106	113	079	078
100	106	093	093
093	114	095	099
107	119	102	105

Pretest	Posttest	Pretest	Posttest
087	096	099	100
109	105	101	109
120	121	124	121
090	090	092	097
082	097	102	103
090	097	096	104
090	100	143	144
091	097	095	099
093	105	080	092
088	101	131	133
124	129	080	083
100	105	098	106
089	096	108	109
094	104	081	088
090	091	110	104
071	085	073	072
114	135	131	133
099	109	095	098
087	121	093	099
094	100	088	096
068	080	105	109

Pretest	Posttest	Pretest	Posttest
104	120	114	114
090	098	090	097
081	092	101	104
104	115	106	105
092	092	082	083

## Appendix F

## Tennessee Self-Concept Scale

## Raw Scores

Hypotheses 1, Behavior Scale Scores

Experimental Group		Control Group	
Pretest	Posttest	Pretest	Posttest
097	115	108	100
111	123	122	124
104	118	118	114
108	119	099	102
104	121	088	090
094	099	112	109
106	113	116	119
103	114	121	119
097	113	120	115
092	099	124	118
100	106	101	119
118	111	095	101
097	114	093	100
101	099	097	101
090	103	091	091
097	102	096	102



Pretest	Posttest	Pretest	Posttest
091	095	136	134
086	101	121	123
097	105	098	096
111	122	103	092
091	113	108	110
103	121	122	124
114	126	109	107
104	109	111	103
100	112	096	096
092	113	088	093
111	117	120	124
099	113	107	104
111	117	103	101
110	114	113	113
097	115	100	107
099	095	093	094
076	101	113	114
094	099	092	094
101	105	100	106
108	110	100	101
121	133	109	114

Pretest	Posttest	Pretest	Posttest
107	116	113	111
103	117	112	113
100	114	111	117
101	114	092	093
096	107	110	117
081	084	104	102
091	093	134	141
092	099	124	125
090	101	101	106
100	105	119	124
119	130	081	089
099	108	123	120
097	104	104	099
087	096	114	112
091	106	109	114
102	113	083	089
106	108	131	132
099	111	112	123
093	106	094	095
101	123	093	097
097	104	105	093

Pretest	Posttest	Pretest	Posttest
093	113	102	109
077	093	099	101
084	095	112	118
111	118	123	126
084	091	101	097

## Appendix G

## Personal Orientation Inventory

## Raw Scores

Hypothesis 2, Time Competence Scale Scores

Experimental Group		Control Group	
Pretest	Posttest	Pretest	Posttest
13	20	18	21
11	19	07	10
11	20	10	13
13	19	14	18
08	18	14	19
11	21	20	21
11	17	13	15
17	22	12	11
14	21	13	16
13	21	13	18
15	19	18	19
14	21	16	18
13	17	18	18
15	21	12	14
09	17	15	15
11	19	18	15

Pretest	Posttest	Pretest	Posttest
15	21	11	13
14	19	14	13
17	22	19	20
13	20	09	13
13	17	11	09
14	23	18	18
14	19	12	15
11	19	09	11
11	20	10	13
12	17	15	18
12	18	14	17
18	23	20	20
14	19	14	15
10	18	10	13
15	15	15	17
16	21	17	17
18	19	18	20
19	23	11	15
11	18	12	17
11	17	13	18
11	18	16	17

Pretest	Posttest	Pretest	Posttest
14	22	13	12
11	20	14	17
12	19	13	15
11	19	15	17
11	20	12	15
15	24	15	19
11	18	17	18
12	19	16	17
12	21	14	16
14	17	16	17
11	18	16	16
15	18	14	14
15	19	18	21
13	19	10	17
14	19	11	12
17	23	16	17
16	21	12	13
12	20	11	14
08	17	15	19
12	21	17	19
17	19	13	19

Pretest	Posttest	Pretest	Posttest
14	19	09	13
16	23	17	17
11	18	17	21
10	16	12	14
10	12	07	12

## Appendix H

## Personal Orientation Inventory

## Raw Scores

Hypothesis 2, Inner-Directedness Scale Scores

Experimental Group		Control Group	
Pretest	Posttest	Pretest	Posttest
076	094	088	094
068	079	078	083
072	085	078	087
073	085	070	079
059	084	072	078
072	078	078	089
074	088	081	080
081	095	071	078
069	099	083	085
071	092	073	081
059	075	090	097
068	080	080	084
070	086	085	089
074	101	072	077
066	088	075	077
075	094	069	073



Pretest	Posttest	Pretest	Posttest
077	088	077	077
070	082	077	079
064	090	081	087
065	079	060	066
066	076	082	088
070	088	087	089
068	090	077	082
069	089	066	071
072	090	061	069
064	077	078	080
070	086	067	073
080	097	083	088
070	085	079	081
072	091	077	079
069	079	085	088
086	097	081	087
071	080	068	079
074	089	083	088
054	070	067	080
062	084	073	079
061	078	080	085

Pretest	Posttest	Pretest	Posttest
069	085	068	070
069	091	077	079
072	093	076	092
072	088	089	088
068	100	040	046
061	077	058	069
069	084	085	091
062	076	076	082
073	088	094	094
060	072	080	083
059	068	083	088
068	082	073	077
068	088	073	080
063	079	072	077
066	080	062	066
077	098	080	077
061	082	066	070
060	079	085	089
077	096	069	077
085	091	065	069
069	080	064	069

Pretest	Posttest	Pretest	Posttest
069	100	082	073
060	078	074	088
071	088	080	081
065	071	071	076

## Appendix I

## Adjective Check List

## Standard Scores

Hypothesis 3, Self-Confidence Scale Scores

Experimental Group			Control Group	
Pretest	Posttest	Ideal	Pretest	Posttest
50	58	60	37	67
50	60	58	47	53
32	41	52	43	51
46	48	46	44	45
43	50	57	38	39
34	44	56	48	50
46	55	53	57	49
36	42	50	44	44
41	44	49	47	49
48	53	51	59	59
49	55	54	32	47
39	49	57	41	47
45	50	54	45	49
57	64	60	58	61
47	51	60	39	35
49	51	58	33	35

Pretest	Posttest	Ideal	Pretest	Posttest
43	48	55	47	39
28	51	50	39	36
51	50	55	52	33
48	60	62	53	45
41	45	55	45	47
60	59	55	37	38
53	43	63	53	40
39	48	56	42	48
39	49	58	50	49
38	43	55	47	49
46	48	57	48	38
29	45	53	48	50
45	55	58	39	38
38	52	55	46	47
32	42	49	46	37
53	54	53	47	50
47	53	50	64	55
39	57	60	49	59
57	58	62	31	39
45	62	60	47	55
37	50	58	51	49

Pretest	Posttest	Ideal	Pretest	Posttest
38	62	68	51	57
38	51	58	48	40
47	53	56	48	48
42	48	55	31	36
50	52	58	47	56
39	72	60	51	55
36	38	51	53	51
57	55	64	58	59
43	45	51	55	58
34	44	51	37	49
46	51	49	46	49
50	51	49	43	43
43	50	51	50	51
38	40	52	40	57
39	51	60	39	40
39	55	49	42	46
45	41	65	32	47
45	53	49	45	40
51	64	53	53	46
27	43	41	37	44
49	53	55	37	43

Pretest	Posttest	Ideal	Pretest	Posttest
27	30	49	31	41
53	64	53	35	49
47	49	55	33	35
47	53	57	35	35
33	55	53	55	45

## Appendix J

## Adjective Check List

## Standard Scores

Hypothesis 3, Personal Adjustment Scale Scores

Experimental Group			Control Group	
Pretest	Posttest	Ideal	Pretest	Posttest
41	50	62	39	57
47	47	53	32	54
51	55	50	51	53
36	50	51	34	57
44	49	58	17	50
44	58	66	47	39
35	58	54	44	53
31	42	50	36	36
50	52	52	39	39
36	44	57	54	52
55	60	60	47	34
46	59	63	41	35
28	44	52	47	54
46	55	52	53	60
43	40	58	51	54
37	42	55	27	29



Pretest	Posttest	Ideal	Pretest	Posttest
36	65	63	59	48
44	42	50	48	49
48	57	57	41	39
39	54	55	27	34
41	48	53	34	35
48	54	62	46	47
48	56	58	47	50
41	48	53	29	41
53	55	61	41	43
44	49	57	59	59
50	53	57	53	50
12	34	58	49	47
39	49	55	41	47
29	41	49	44	46
29	45	56	39	33
41	42	52	47	53
55	58	54	55	55
53	53	58	41	50
57	55	58	48	47
57	54	55	56	45
41	54	53	45	50

Pretest	Posttest	Ideal	Pretest	Posttest
48	48	55	42	39
43	48	52	54	56
54	55	57	55	52
26	49	51	42	48
44	49	59	48	48
53	58	59	53	41
43	41	56	41	57
60	62	63	40	43
39	54	60	44	54
44	58	55	43	41
43	60	55	39	40
46	57	58	57	48
43	55	59	41	47
37	64	59	35	42
43	45	58	34	41
43	59	64	45	47
39	51	49	48	59
36	51	54	29	46
34	55	53	35	48
35	54	47	55	50
53	65	53	34	40

Pretest	Posttest	Ideal	Pretest	Posttest
46	60	53	46	51
45	55	57	36	39
19	44	44	43	50
48	55	52	48	50
41	45	57	39	36

Appendix K  
Adjective Check List  
Standard Scores

Hypothesis 3, Autonomy Scale Scores

Experimental Group			Control Group	
Pretest	Posttest	Ideal	Pretest	Posttest
53	62	60	53	53
47	47	59	41	58
46	47	58	45	48
28	52	50	25	58
67	58	60	31	53
49	56	57	51	41
49	62	60	43	54
45	42	53	36	38
56	56	57	41	41
36	53	53	48	43
38	56	55	59	40
45	55	67	34	39
29	39	51	43	48
39	51	61	51	50
46	48	56	58	54
36	48	59	27	30

Pretest	Posttest	Ideal	Pretest	Posttest
39	53	58	54	53
51	48	53	53	51
42	51	57	42	44
36	48	53	58	59
39	42	60	39	38
51	50	49	47	31
51	54	54	49	46
31	42	54	22	43
53	58	60	39	46
46	54	57	56	48
36	53	54	45	52
10	29	49	50	56
51	55	60	39	39
41	49	57	49	50
36	51	53	56	44
43	46	60	50	58
57	57	59	54	52
56	61	51	47	56
55	51	59	53	50
60	65	62	62	46
45	56	59	51	56

Pretest	Posttest	Ideal	Pretest	Posttest
58	61	62	49	57
45	53	61	55	54
41	57	61	64	61
34	53	57	38	41
43	53	62	36	50
56	60	62	61	35
51	51	55	38	46
64	62	59	61	58
43	55	52	48	42
44	54	52	36	36
39	49	54	34	40
39	50	52	50	50
56	61	63	45	48
39	61	55	39	53
35	51	51	44	46
35	56	62	44	41
41	58	59	45	42
34	54	57	24	39
28	54	53	37	45
39	51	48	58	49
54	72	53	25	47

Pretest	Posttest	Ideal	Pretest	Posttest
39	49	54	50	58
49	54	56	39	40
22	44	49	44	43
38	39	50	41	44
39	46	49	53	58

Appendix L  
 Adjective Check List  
 Standard Scores

Hypothesis 3, Intraception Scale Scores

Experimental Group			Control Group	
Pretest	Posttest	Ideal	Pretest	Posttest
58	65	59	48	57
59	67	69	56	46
36	42	60	53	56
45	50	53	33	44
48	49	50	37	48
50	54	57	54	57
44	51	62	54	59
35	55	51	55	57
50	53	55	64	64
54	62	60	55	53
50	50	58	49	54
53	59	62	48	47
39	52	48	52	55
45	50	58	65	61
59	59	60	56	57
57	57	60	54	49



Pretest	Posttest	Ideal	Pretest	Posttest
46	52	54	37	48
50	57	59	42	44
50	52	60	63	60
46	57	61	49	57
49	51	54	42	47
56	50	58	45	47
56	59	61	57	60
48	45	50	41	54
37	42	55	49	51
46	51	53	53	46
48	55	50	50	55
67	55	60	57	55
46	61	54	48	48
40	51	60	52	50
45	48	59	48	48
52	55	51	52	57
46	49	49	59	55
37	45	55	52	58
36	41	51	56	56
49	52	59	36	53
53	54	62	50	42

Pretest	Posttest	Ideal	Pretest	Posttest
56	56	61	50	61
35	62	57	44	50
18	34	59	50	44
67	62	56	48	56
46	62	57	46	48
53	59	57	38	49
51	62	59	54	54
48	54	54	46	48
52	54	59	52	54
44	50	55	42	46
61	54	56	45	46
53	55	55	60	54
36	55	55	50	50
55	67	61	54	56
44	50	55	38	50
44	50	68	57	59
49	50	62	42	51
59	52	56	29	45
65	59	63	39	48
29	57	52	40	56
59	48	53	48	47

<i>Pretest</i>	<i>Posttest</i>	<i>Ideal</i>		<i>Pretest</i>	<i>Posttest</i>
48	48	58		44	50
55	59	53		44	51
38	52	57		44	57
52	58	54		50	51
50	53	54		63	60

## Appendix M

## Adjective Check List

## Standard Scores

Hypothesis 3, Change Scale Scores

Experimental Group			Control Group	
Pretest	Posttest	Ideal	Pretest	Posttest
52	60	62	52	55
51	42	43	54	45
36	45	58	46	54
38	51	49	48	42
42	54	51	48	48
42	54	59	45	51
46	51	59	58	46
51	51	58	55	55
38	54	58	51	51
45	48	59	60	58
40	57	50	49	52
42	58	59	48	46
38	50	49	45	52
35	48	52	59	63
49	60	65	57	59
75	57	68	47	51

Pretest	Posttest	Ideal	Pretest	Posttest
42	48	52	43	52
45	57	60	33	38
59	58	64	56	59
51	68	60	42	45
42	40	58	55	50
45	51	59	45	48
45	55	59	67	61
42	45	60	49	55
45	55	52	51	52
48	50	58	37	45
42	65	59	52	49
51	55	57	48	49
42	46	57	45	49
48	50	53	39	41
32	49	51	55	35
35	52	59	62	61
48	51	53	62	52
42	55	62	37	49
38	47	54	60	58
48	58	61	46	50
48	58	56	51	52

Pretest	Posttest	Ideal	Pretest	Posttest
63	66	63	54	54
54	60	64	38	39
68	56	50	38	48
54	48	53	39	54
51	58	59	42	39
52	58	59	49	50
41	54	50	52	43
59	55	61	45	37
42	54	61	61	54
57	60	55	32	38
45	56	51	38	40
45	58	61	57	52
52	62	61	48	50
43	48	58	48	51
40	51	54	45	51
40	56	52	41	51
48	63	60	42	49
45	56	60	35	38
31	62	51	36	48
35	45	55	45	39
42	52	58	25	52

Pretest	Posttest	Ideal		Pretest	Posttest
45	54	51		47	49
49	62	59		48	55
56	57	55		42	57
55	57	57		37	39
48	46	51		58	66

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## ABSTRACT

### THE RELATIONSHIP OF THE ACTUALIZING PROCESS AND THE HUMAN POTENTIAL SEMINAR TO THE SELF-CONCEPT AND SELF- ACTUALIZATION OF COMMUNITY COLLEGE STUDENTS

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One of the major facets of higher education in the past two decades has been the emphasis on the total development of students. The Human Potential Seminar (HPS) potentially offers a structured group process to individuals open to personal growth. The objectives of HPS are an increase in self-affirmation, self-motivation, self-determination, and an empathetic regard for others. Tentative studies on the effectiveness of the HPS have been positive. However, many have been based on non-standardized evaluative measures; utilized a single, standardized instrument; or dealt with extremely small populations.

The purpose of this study was to provide an evaluation of the HPS by determining what effect it might have on community college students in terms of self-concept and self-actualization by using multiple instrumentation.

This study used a compromise experimental group-control group design. The subjects were 63 students enrolled in Orientation 100 - HPS option, designated as the experimental group and 63 students enrolled

in regular Orientation, designated the control group. All students were at Thomas Nelson Community College in Hampton, Virginia. Treatment, the active variable, consisted of the HPS, followed by the experimental group for ten weeks. The control group received no treatment during this same time period. Both experimental and control groups were administered pre-tests and post-tests at the beginning and at the end of the ten-week period. One-way analysis of covariance statistical tests of significance were employed to test the three major hypotheses. The effects of the HPS were concluded by comparing the experimental and control groups, utilizing age and pre-test scores as covariants. The hypotheses were tested at the .05 significance level.

1. The hypothesis that students in the Human Potential Seminar (HPS) will score statistically significantly higher than participants in a non-treatment group on the Total Score, Identity, Self-Satisfaction and Behavior scales of the Tennessee Self-Concept Scale was accepted.

2. The hypothesis that students in the Human Potential Seminar (HPS) will score statistically significantly higher (or more toward) self-actualization than participants in a non-treatment group as measured on the Time Competent and Inner-Directed scales of the Personal Orientation Inventory was accepted.

3. The hypothesis that students in the Human Potential Seminar (HPS) will show significant movement toward Self-Confidence, Personal

Adjustment, Autonomy, Intraception, and Change scales, real and ideal, as measured by the Adjective Check List was accepted.

In conclusion, the HPS apparently had significant effect in terms of the variables hypothesized.



## Vita

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### Education

#### Graduate

Ed.D., Counseling and Higher Educational Administration, 1978, College of William and Mary

Advanced Certificate, Counseling and Higher Educational Administration, 1977, College of William and Mary

M.Ed., Guidance and Counseling, 1972, College of William and Mary

#### Undergraduate

Bachelor of Arts, 1967, English, Magna Cum Laude, Graduated First in Class, Alpha Kappa Mu, National Honorary Society, Saint Paul's College

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### Employment History

Army Education Centers - West Germany, United States Army, Special Services

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### Academic and Professional Awards

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Academic Achievement Award, Delta Sigma Theta Sorority, 1967, 1976  
Who's Who in American Colleges and Universities, 1967, 1977,  
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Transactional Analysis  
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Human Potential Seminar  
Curriculum Development

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Black Awareness  
Drug Counseling-Drug Education  
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